DOCUMENT RESUME

ED 109 069 SP 009 315

TITLE	Program of Studies, Health Education 7-12.
INSTITUTION	Fairfax County Schools, Va.
PUB DATE	3 Sep 74
NOTE	188p.; For related documents, see SP 009 312-314
EDRS PRICE	MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS	Alcohol Education; *Curriculum Guides; Driver Education; Drug Education; *Health Education; Health Occupations; Physical Fitness; Program Descriptions; Safety Education; *Secondary Education; Smoking

ABSTRACT

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Health Education--including a) personality development, b) disease control, c) tobacco, d) alcohol, e) drug education, f) consumer health education, g) physical fitness and conditioning, h) environmental health, i) health careers, j) safety and first aid, and k) driver education. ORGANIZATION AND PHYSICAL APPEARANCE: The first section presents a program description and general goals; the second section lists program objectives; and the third section describes objectives, suggested activities, references, and student evaluation for each subject area. OBJECTIVES AND ACTIVITIES: General program objectives are listed in the first section. Behavioral objectives and suggested activities are described for each subject area in sections two and three. INSTRUCTIONAL MATERIALS: References are listed for each subject area. STUDENT ASSESSMENT: None indicated. OPTIONS: None listed. (PB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED109069

PROGRAM OF STUDIES

COUNTY OF FAIRFAX
1742
VIRGINIA

SP 009 3/5

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

HEALTH EDUCATION

7 - 12

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.

S. John Davis

S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of developemnt. During the fall of 1974 instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

HEALTH EDUCATION

PROGRAM OF STUDIES

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

HEALTH EDUCATION K-12

Table of Contents

	Section	Page
Program Description	A	1
Elementary Health Education (K-6)	A	2
Intermediate Health Education (7-8)	A	4
High School Health Education (9-12)	A	5
Objectives	B	1
Elementary Health Program (K-6)	B	1
Yearly Minimum Objectives	B	1
Intermediate Health Program (7-8)	B	1
High School Health Program (9-12)	B	3
Introduction	C	1
Elementary Health Education (K-6)	C	2
Interpersonal Relationships		
Model I, Level K	C	11
Model I, Level One	C	13
Model I, Level Two	C	15
Model I, Level Three	C	17
Daily Health Habits		
Model II, Kindergarten	C	19
Model II, Level One	C	21
Model II, Level Two	C	23
Model II, Level Three	C	25
Safety and First Aid		
Model III, Level K	C	27
Model III, Level One	C	29
Health,Personnel, Disease Prevention, and Drug Education		
Model III, Level Two	C	31
Model III, Level Three	C	33
General Environmental Ecology		
Model IV, Level K	C	35
Model IV, Level One	C	37
Model IV, Level Two	C	39
Model IV, Level Three	C	41
Safety at Home and School		
Model I, Level Four	C	43
Safety with Vehicles		
Model I, Level Four	C	47
Safety - First Aid		
Model I, Level Four	C	49
Nutrition - Basic Food Groups		
Model II, Level Four	C	51

Table of Contents

(continued)

	Section	Page
Nutrition - Dietary Needs Model II, Level 4	C	53
Nutrition - International Model II, Level 4	C	57
Senses and Their Functions Model III, Level 4	C	61
Overcoming Sense Defects Model III, Level 4	C	67
The Skin Model III, Level 4	C	71
Dental Health Model IV, Level 4	C	75
Personal Grooming Model IV, Level 4	C	79
Drug Education Model IV, Level 4	C	81
Skeletal System Model I, Level 5	C	91
Muscular System Model I, Level 5	C	93
Skeletal - Muscular Relationship Model I, Level 5	C	95
Digestive System Model II, Level 5	C	101
Excretory System Model II, Level 5	C	105
Environmental Sanitation Model II, Level 5	C	107
Pollution Model III, Level 5	C	113
Safety - Preventive Measures and First Aid Model III, Level 5	C	117
Consumer Health Model III, Level 5	C	119
Growth and Development Model IV, Level 5	C	123
Rest and Relaxation Model IV, Level 5	C	127
Drugs Model IV, Level 5	C	131
Circulatory System Model I, Level 6	C	141
Respiratory System Model I, Level 6	C	145
Nervous System Model I, Level 6	C	149
Cell Development Model II, Level 6	C	153
Endocrine System Model II, Level 6	C	159

Table of Contents

(continued)

	Section	Page
Society's Fight Against Disease		
Model II, Level 6	C	163
Personal Hygiene	C	169
Mental Health		
Model III, Level 6	C	180
Drug Education (A)		
Model III, Level 6	C	186
Drug Education (B)		
Model III, Level 6	C	194
Leisure Time		
Model IV, Level 6	C	212
Red Cross First Aid Program		
Model IV, Level 6	C	218
Introduction	C	1
Intermediate Health Education (7-8)	C	2
Personality Development I	C	6
Part 1: Emotional and Physical Growth and Development, Level 7	C	7
Personality Development I		
Part II: Heredity Understanding, Level 7	C	14
Personality Development II		
Part I: Human Relationships, Level 7	C	18
Personality Development II		
Part II: Personal Hygiene, Level 7	C	25
Disease Control, Level 7-8	C	32
Tobacco and Alcohol, Level 7-8	C	45
Alcohol, Level 7-8	C	54
Drug Education, Level 7-8	C	60
Safety Precautions and Consumer Health Education, Level 7-8	C	75
Introduction	C	1
High School Health Education (9-12)	C	2
Current Youth Problems, Level 9	C	6
Physical Fitness and Conditioning, Level 9	C	17
Consumer Health Education, Level 9	C	32
Health Opportunities, World Health, Level 9	C	45
Environmental Health, Level 9	C	50
Health Careers, Level 9	C	54
Driver Education, Level 10	C	59
Personal and Family Survival	C	61
First Aid, Level 10	C	62
Medical Self-Help, Level 10	C	66
Coping With Disaster, Level 10	C	69

PROGRAM OF STUDIES

HEALTH EDUCATION

SECTION A

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services

Health Education K-12
Section A
September 3, 1974

PROGRAM OF STUDIES

Program Description (K-12)

Health education, an integral part of the total instructional program, will provide students with a base of information that will enable them to make positive decisions leading to a productive, healthy life.

The health education curriculum (K-12) is a continuous learning process in which basic health concepts are introduced at the elementary level. The intermediate level reinforces this foundation of concepts while introducing applicable information necessary for positive emotional, physical and social growth. The high school level curriculum reiterates and stimulates these concepts through in-depth learning and serves as a foundation for living.

The health education program is designed to develop basic knowledge and attitudes needed to:

- formulate positive personal health habits

- achieve individual emotional, physical, and social growth

- relate health education to the environment

- participate effectively in today's society

Elementary Health Education Program (K-6)

Participation:

The scheduling of health education at the elementary level shall follow recommendations as provided in the State Department of Education Health Education Curriculum Guide, K-7, August 1971, revised.

An interdisciplinary approach in the areas of science, social studies, and language arts may be used to fulfill these requirements. This will enable the teacher to individualize the curriculum according to the needs of a particular group.

Content:

The goal at the elementary level is to enable students to:

- analyze themselves objectively
- make adjustments that are necessary to build and maintain constructive health and safety habits
- develop responsible interpersonal relationships

Minimum proficiency levels provide guidance to determine the student's progress throughout the program.

By the completion of the elementary school the student will have had learning experiences in:

K-3

Model I

Interpersonal Relationships
Human Families
Plant and Animal Families

Model II

Daily Health Habits
Body Systems
Nutrition

Model III

Health Personnel, Disease Prevention and Drug Education
Physical Fitness
Safety and First Aid

Model IV

General Environmental Ecology
Conservation of Animals
Conservation of Plants and Soil

Level 4

Model I

Safety at Home and at School
Safety with Vehicles
Safety -- First Aid

Level 5

Model I

Skeletal System
Muscular System
Skeletal-Muscular Relationships

Level 4 (continued)

Model II

Nutrition
  Basic Food Groups
  Dietary Needs
  International

Model III

Senses and Their Functions
Overcoming Sense Defects
The Skin

Model IV

Dental Health
Personal Grooming
Drug Education

Level 5 (continued)

Model II

Digestive System
Excretory System
Environmental Sanitation

Model III

Pollution
Safety--Preventive Measures and First Aid
Consumer Health

Model IV

Growth and Development
Rest and Relaxation
Drug Education

Level 6

Model I

Circulatory System
Respiratory System
Nervous System

Model II

Cell Development
Endocrine System
Society's Fight Against Disease

Model III

Personal Hygiene
Mental Health
Drug Education

Model IV

Leisure Time
Red Cross First Aid Program
  Books 1, 2, 3, and 4

Intermediate Health Education Program (7 & 8)

Participation:

The State Department of Education requires that 40 percent (72 periods) of the physical education instructional time during the school year be devoted to health education and 60 percent (108 periods) to physical education.

The seventh grade health education instruction, by agreement with the State Department of Education, is included in the seventh grade science program.

The eighth grade health and physical education credit can be included as one of the three units required for high school graduation.

Health instruction at the intermediate level should be carefully coordinated with science, home economics, social studies and English to provide supportive and comprehensive instructional efforts.

Content:

The content in both years is designed so that students will receive the preparation necessary to recognize and resolve emotional, physical, and social health problems.

By completion of the intermediate school the student will have had learning experiences in:

Model I

Personality Development I
    Emotional and Physical Growth and Development
    Heredity Understanding

Personality Development II
    Human Relationships
    Personal Hygiene

Disease Control

Model II

Alcohol
Tobacco
Drug Education
Safety Precautions
Consumer Health

High School Health Education Program (9-12)

Participation:

The State Department of Education requires that 40 percent (72 periods) of the physical education instructional time during the school year be devoted to health education and 60 percent (108 periods) to physical education.

Health education is required of all ninth and tenth grade students for graduation. An elective program is offered to interested eleventh and twelfth grade students.

It is recommended that the health education program be correlated with the total school instructional program in order to enrich the health program and to eliminate repetition of subject matter.

Content:

The goal at the high school level is to further develop basic health knowledge, and meet the individual needs of each student emotionally, physically, and socially as he or she relates to self and to society. By completion of high school, students will have had learning experiences in:

Level 9

Model I

Current Youth Problems
Physical Fitness and Conditioning

Model II

Consumer Health
Health Services
Health Opportunities
    World Health Problems
    Environmental Health
    Health Careers

Level 10

Model I

Driver Education

Model II

Personal and Family Survival
First Aid
Medical Self-Help
Coping With Disaster

PROGRAM OF STUDIES

HEALTH EDUCATION
GRADES 7-12

SECTION B

The State Department of Education requires that 40 percent of the physical education instructional time during the school year be devoted to health education.

The content in both years is designed so that the students will receive preparation in some of the following areas:

Level 7-8

Personality Development I

Emotional and Physical Growth and Development - Concepts are included which will help the student understand the individual body changes and emotional conflicts.

Heredity Understanding - A study of the basic facts of heredity as it relates to the individual's formation of physical and mental characteristics.

Personality Development II

Human Relationships - The role of the adolescent with family, peers, and community and the influences of these groups on the adolescent's personality development.

Personal Hygiene - The study of skin, hair, nails, ears, eyes, teeth, feet and posture as these relate to the cleanliness and appearance of the adolescent.

Disease Control - A unit composed of some of the common communicable and non-communicable diseases which may have a direct or indirect effect on the adolescent.

Tobacco - A study of the usage of tobacco through the ages and the physiological and psychological effects on the body, with emphasis on recent medical findings showing smoking as a health hazard.

Alcohol - A unit analyzing the role of alcohol in our society, past and present, and the various factors influencing the physiological and psychological effects of alcohol on an individual. Problems relating to its use and local resources for help are included.

Drugs - This unit explores the personality makeup of an individual and the misuse of drugs as a possible crutch. Psychological and physiological effects of various types of drugs on the body, as well as consequences to self, home, and community, are included.

Safety Precautions - This unit is designed to make the student aware of accidents and injuries that may be avoided in activities at home, school, work, and during recreation.

Consumer Health - The need for consumer education as it relates to misleading advertisements and publications and quackery practices.

Level 7-8

The student will be able to:

1. Recognize the stages of typical growth and change from infancy to adolescence.
2. Explain the basic development of physical characteristics during the adolescent years.
3. Identify inherited characteristics and acquired traits which could be present in the individual's development.
4. Describe how other persons with whom one associates have an influence on that individual's personality.
5. State the importance of formulating and maintaining positive health habits during all stages of change and development.
6. Describe some common communicable and noncommunicable diseases which may have a direct or indirect effect on the teenager.
7. Compare and contrast the physiological effects of tobacco, alcohol, and drugs on the body.
8. State some general problems relating to the use of tobacco, alcohol, and drugs, and local resources available for help.
9. Describe how accidents and injuries could be prevented in the individual's activities at home, school, work, and during recreation.
10. Describe the need for consumer health education as it relates to fad practices.

It is required by the State Department of Education that 40 percent (72 periods) of health education be taught each year at the high school level to all ninth and tenth grade students. The following is a brief description of the units to be offered:

Level 9

Model I

Unit I

Current Youth Problems - This unit may be expanded according to a student's pretest knowledge. It will develop a student's knowledge of teenage diseases both communicable and noncommunicable prevalent at this age, encourage mental and emotional growth, and provide information and instruction dealing with alcohol, drugs, vandalism, shoplifting, and other problems in today's society.

Unit II

Physical Fitness and Conditioning - The objectives of this study will be to develop criteria for being physically fit and emphasize the importance of participating in purposeful leisure-time activities.

Model II

Unit I

Consumer Health - The material to be covered in this unit can be lengthened with the interest of the group. The basic information given is to help the student make wise decisions in the marketplace with regard to body nutritional requirements, product safety, fraudulent practices, self-diagnosis and self-medication, health and medical protection, protective agencies and the consumer rights and responsibilities in marketing.

Unit II

Health Opportunities

World Health Problems - This section is to enlighten the student as to world health problems and the need for world standards. It also points out to the student how an individual is affected by these problems. A knowledge of how governments and private agencies aid in these problems is also imparted to the students.

Environmental Health - This unit is to promote an interest in the student's environment and show how local, state, and national agencies are attempting to aid in the control of current problems that have risen.

Health Careers - The purpose of the material to be covered in this study is to assist the students in becoming aware of the many career opportunities that exist in the field of health and of the great need for qualified men and women.

Level 10

Model I

Unit I

Driver Education - The State Department of Education requires that all tenth grade students receive 36 hours of classroom instruction in driver education. Refer to the Fairfax County Public Schools Program of Studies for Driver Education instructional materials.

Unit II

Personal and Family Survival - This unit is mandated by the State Department of Education to be taught in the public schools at this level.

First Aid - This unit will stress a knowledge of the prevention of accidents and injuries most often encountered and the proper first aid technique based on the utilization of the Red Cross First Aid Manual.

Medical Self-Help - The purpose of the unit is aimed at helping to alleviate suffering and sustain life.

Coping With Disaster - Provides the student with knowledge for recognizing the acts and forces of both natural and man-made disasters. It also stresses ways to protect oneself and give assistance to others during and following a major disaster. Community and other organizations that offer assistance will also be presented.

Level 9

The student will be able to:

1. Describe the effects of the following on self, family, friends, and society: drugs; alcohol and tobacco use; vandalism; shoplifting; truancy; marriage; running away; suicide; pregnancy.

2. Identify the symptoms, effects on the body, and the prevention and treatment of the diseases that are prevalent among youth.

3. Define the various mental mechanism methods both acceptable and unacceptable for dealing with emotional conflicts.

4. Explain how activities such as clubs, hobbies, and sports lead toward fulfilling basic emotional needs.

5. Identify local, state, and national agencies, and state their function to the protection of the consumers' health and safety.

6. Describe the effects on the body of self-diagnosis and self-treatment with over-the-counter drugs and personal hygiene products.

7. Identify world health problems and how the governments and volunteer organ-

izations are contributing to a better understanding of problems involving environmental health at all levels--local, state, national, and world.

8. Identify the need for and the importance of more qualified personnel in health service careers.

9. Describe the importance of participation in purposeful leisure-time activities as they relate to physical, mental, and social needs.

Level 10

The student will be able to:

1. For driver education, refer to the Fairfax County Public Schools Driver Education Program of Studies.

2. Demonstrate a knowledge of personal and family survival in disaster situations through completion of the student manual as prescribed by the State Department of Education.

3. Complete the Red Cross Basic or Standard First Aid course.

PROGRAM OF STUDIES

HEALTH EDUCATION

GRADES 7-8

SECTION C

WORKING DRAFT

INTRODUCTION

Health is not a passive condition. It is a changing dynamic state.

It is the Fairfax County Public Schools' goal to help students look at themselves objectively and to develop physically and mentally so that they may function effectively in and contribute positively to today's society.

A sequential K-10 health education program has been developed that allows for flexibility of instructional approaches. It is important at each phase to present and reinforce prescribed concepts so that students will be assured of a continuous program of instruction.

Overall Approach

The school health program is a joint responsibility of Fairfax County Public Schools and Fairfax County Health Department. The total health program will include the following: health services, health instruction, and healthful school environment.

A. Health Services
1. A Fairfax County public health nurse is on duty at each secondary school for a period of 6½ hours.
2. Health screening involves all students during fall. Health screening will be performed by nurses, volunteer parents, and teachers. Screening will be confined to height, weight, vision and hearing information to be filed on individual ADP cards.
3. Health screening follow-up to retest and notify parents of any physical deficiencies found during the screening process.
4. Health service forms available to the school are:

HPEH9	Follow-up health screen
HE5	Emergency care card
HE6	Dental referral
HE8, MCH213	Letter to parents re: physical, dental
HE3	Teacher-nurse-parent referral

B. Healthful School Environment
1. Classroom
   (a) Temperature control
   (b) Lighting adequate
   (c) Adequate space for class size
   (d) Unsafe equipment and structures
   (e) Fire drill procedures
   (f) Cleanliness of facilities
2. Other facilities
   (a) Cleaniness re: restrooms, hallways, cafeterias, grounds surrounding school areas
   (b) Lighting adequate
   (c) Protruding obstructions around school areas

C. Health Instruction
1. The principal is responsible for the total health instructional program which may be delegated to the assistant principal for instruction.
2. The administrative organization in each system will vary in the following ways:
   (a) Time allotment
   (b) Space available
   (c) Class enrollment
   (d) Materials available
   (e) Personnel
   (f) Interdisciplinary opportunities
3. The classroom teacher is responsible for presenting the instructional material. Various approaches are encouraged as the suggested units are taught at the secondary level.

Organizational Approaches

A. Team Teaching
1. Combine several classes together to utilize teacher strengths. Combinations may be coed and vary in a range of abilities.
2. Large group presentations can be made as films, lectures, etc, are introduced, discussed, and summarized.
3. Small groups can use the following methods:
   (a) Individual projects
   (b) Games
   (c) Debates and panels
   (d) Filmstrips and slides
   (e) Discussions
   (f) Questions and answers

B. Learning Centers
1. Identify the basic learnings to be taught in the unit.
2. Divide learnings into centers (ex. drugs could be categorized into stimulants, depressants, and hallucinogens. Centers 1-6 may be dealing with just stimulants and could include these types of activities: puzzles, research materials, filmstrips, tape recordings, etc.).
3. Procedure for students participating in centers
   (a) A number of stations may be required, others optional
   (b) Contract learning could be used to allow for individual needs
   (c) A check list may be used at each center to indicate enrollment and progress
   (d) The student could maintain a notebook pertaining to each center's activity
   (e) At the completion of the total unit, a general written test may be given
4. Rotation of students
   (a) Completely flexible, students move as center is completed
   (b) Daily rotation of students from center to center
   (c) Block rotation, either time or subject
   (d) At any given time, a general session of the class could be called and centers discontinued for that specific period of time

C. Pre-Knowledge Test
1. Questions are compiled pertaining to a specific unit
2. A test is given to determine the scope and extent of the student's knowledge
3. Utilizing the results the unit is then planned to meet the needs of the students

D. Student Oriented Program
The students:
1. Plan what will be taught
2. Plan how the unit will be taught
3. Carry out plans
4. Evaluate

E. Body Systems Robot
1. A robot is constructed using boxes to denote the head and torso.
2. As a specific topic is studied, the students begin to build the robot.

3. Organs may be drawn and cut to be applied to the structure.
4. An explanatory tape made by students containing information on each organ and its function will be placed inside the robot (i.e. "I am Joe's liver..")
5. The robot through tape recordings can be responsible for evaluating procedures.
6. The robot can be accident prone and susceptible to diseases.
7. Dramazatitions could be used in conjunction with the robot.

F. The Wonderful Human Machine

Evaluation

The following list of evaluative methods may be applicable to any of the models in the health education curriculum. Teachers may wish to pre-test by referring to specific evaluations from each unit.

- Subjective
  - Written autobiographies
  - Daily logs
  - Anecdotal records
  - Oral presentations and discussions
  - Oral questions and answers
  - Notebook
  - Essays and research topics
  - Individual and group projects
  - Exhibits and displays
  - Case studies
  - Study sheets
  - Teacher records and interviews
- Objective
  - Pre-test
  - Standarized test
  - Textbook tests
  - Written tests
  - Specific questions and answers
  - Evaluative games

PERSONALITY DEVELOPMENT I
Part 1: Emotional and Physical Growth and Development
Level 7

Health Education 7-8
Section C
September 3, 1974

The adolescent experiences erratic individual body changes and strong emotional conflicts during this period of life. Teenagers are striving to understand these occurrences as they relate to themselves and to others.

This unit is designed to help the student form these concepts:

- Understand self and others in terms of physical, mental, emotional, social, and moral well-being.
- Develop an understanding of physical, physiological, mental, and emotional growth patterns.
- Develop an understanding of the health needs and problems which occur in the infancy, childhood, preadolescence, and adolescence stages.

PERSONALITY DEVELOPMENT :
Part 1: Emotional and Physical Growth and Development
Level 7

Health Education 7-8
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Understanding Development of Self A. Mental Development 1. Education 2. Self-initiative B. Physical Development 1. Growth pattern 2. Physical limitations 3. Personal hygiene 4. Health habits C. Emotional Development 1. Positive feelings cultivated 2. Negative feelings cultivated 3. Acceptable expressions of negative feelings 4. Emotional responses controlled and changed D. Social Development 1. Respect for others 2. Dependability 3. Decision making 4. Responsibility 5. Self-confidence 6. Sense of humor	List positive measures that can be employed in the individual's mental, physical, emotional, and social development.	Have students discuss: Do the grades on report cards always reflect one's mental capabilities or predictability for success? List some characteristics of a physically fit person? How does being physically fit affect one's mental attitude. How can physical activities affect one's mental attitude? Create a role-playing situation in which a number of students demonstrate various responses to emotional situations. List traits that make a person well liked. Write a composition on: "What self-respect means to me."
II. Types of Growth and Development A. Structural - physical appearance B. Physiological - internal organs C. Mental - intelligence D. Emotional - feelings	List influences on the structural, physiological, mental, and emotional growth.	Use charts and/or x-rays to show bone structure and growth. Discuss endocrine glands and how they influence growth. Discuss value of weight control, diets, and exercise.

REFERENCES	EVALUATION
Books Your Health and Safety, Health Text Health Concept: Guide for Health Instruction, 1967, AAHPER (Department of NEA), 1201 - 16 Street, N. W., Washington, D. C.	List positive measures that can be employed in the individual's mental, physical, emotional, and social development. List the influences on structural growth. List the influences on physiological growth. Recall and discuss influences on mental growth. List three tests which measure mental growth. Recall and list two tests which measure emotional growth.

Health Education 7-8
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
III. Stages of Growth A. Infancy (0-2) 1. Self-interest 2. Organic needs 3. Emotional and social development	Contrast the stages of growth patterns for: infancy, childhood, preadolescence, adolescence.	Assign some students to observe an infant and report on child's characteristics and needs. Make a "baby book" on the child's first 12 months. Construct a bulletin board showing expressions of children of various ages.
B. Childhood (3-9) 1. Organic needs secondary 2. Social 3. School 4. Independence		Assign some students to observe children in the three to nine age group and report on their findings.
C. Preadolescence (10-12) 1. Parental dependence less 2. Peer groups 3. Self-confidence 4. Close friends		List types of social activities characteristic of this age. List ways to teach a child to be outgoing. Have students observe children in the preadolescence age group and report on their findings.
D. Adolescence 1. Physical changes 2. Emotional difficulties 3. Peers 4. Parents 5. Dating	Explain the basic development of physical characteristics during the adolescent years.	Make use of charts and/or models of male and female. List some emotional difficulties of the adolescent which have come about as a result of growth variations. Discuss what is meant by the "awkward age." Discuss areas in our society where an adolescent must take the responsibility for own actions. Show films Girl to Woman, #02825, 16 minutes, Boy to Man, #02024, 16 minutes (Fairfax County requires parental approval for both films).

REFERENCES	EVALUATION
Books and Pamphlets	
Human Growth and Reproduction, Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois, 75¢	Contrast into four columns the stages of growth patterns (infancy, childhood, preadolescence, adolescence).
Filmstrips	
Understanding Your Parents, Sound Filmstrips, Parts I and II, Guidance Associates of Pleasantville, New York (recommended for purchase by individual schools)	
Films	
Girl to Woman, Instructional Media Center, Churchill Films, 16mm (parental approval) Boy to Man, Instructional Media Center, Churchill Films, 16mm (parental approval)	Differentiate, by listing, the physiological development of boys and girls. List the influences that may have an effect on the individual identity. Write or discuss ways the individual may maintain individual personality while meeting society's accepted codes of behavior.
Filmstrips	
Reflections of Myself: The Adolescent Experience, Guidance Associates of Pleasantville, New York (recommended for purchase by individual schools)	
Books and Pamphlets	
Growing Up and Liking It, Barbara Marshall, Director of Education, Personal Products Corporation, Millstown, New Jersey (free) World of a Girl, Home Service Center, Scott Paper Company, International Airport, Philadelphia, Pennsylvania 19113 (free) Finding Yourself, NEA , 30¢	

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Show filmstrip "Reflection of Myself: The Adolescence Experience," Guidance Associates (recommended for purchase by individual schools).

REFERENCES	EVALUATION

PERSONALITY DEVELOPMENT I
Part II: Heredity Understanding
Level 7

Health Education 7-8
Section C
September 3, 1974

During this period of growth the adolescent is interested in exploring the facts concerning the formation of his or her physical and mental characteristics. This unit develops awareness of what is inherited and the influences that heredity have on personality development.

PERSONALITY DEVELOPMENT I
Part II: Heredity Understanding
Level 7

Health Education 7-8
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Heredity Terminology A. Heredity B. Environment C. Inherited traits D. Acquired traits E. Genetics	Define basic terms of heredity.	Have students keep lists of words and definitions.
II. Cell A. Definition B. Structure 1. Cell membrane 2. Cyptoplasm 3. Nucleus (a) chromosomes (b) genes	Draw and label the parts of a cell and explain the functions.	Explain the cell structure with the use of the overhead projector. Have students draw the diagram of the cell and its parts. Have students read Chapter 13 in the text, Your Health and Safety. The students compile questions relating to the chapter which are distributed at random to the other members of the class to answer.
C. Fertilization 1. Egg 2. Sperm 3. Cell division	Explain fertilization.	Explain fertilization, diagraming sperm and egg cell. Use of charts, chalkboard, filmstrips, or overhead projector would be helpful.
III. Laws of Heredity A. Mendel's Laws 1. Law of Dominance 2. Law of Segregation 3. Law of Unit Characters B. Laws of Incomplete Dominance 1. Hybrid 2. Mutation C. Heredity Laws of Humans	Identify the following: Mendel's Laws, Laws of Incomplete Dominance, Heredity Laws of Humans.	Have students add to their list of definitions: dominant genes, recessive genes. Have students research Gregor Mendel. Divide the class into groups. Have each group choose one of the following to research and present to the class in an interesting manner (skit, chart, report with illustrations, etc.): Mendel's Laws, Laws of Incomplete Dominance, Hereditary Laws of Humans.

REFERENCES

Books

Modern Health, 1971, Otto, Julian, Tether: Holt, Rinehart, and Winston, Inc., New York
The New You and Heredity, Amram Scheinfeld, J. B. Lippincott Company, New York
The Life Cycle Library for Young People, Book 2, Parent and Child Institute, 154 East Erie Street, Chicago, Illinois 60611
Heredity and Introduction to Genetics, A. M. Winchester, Barnes and Noble
The Cell, John Pfeiffer and the Editors of Time-Life Books, New York
Heredity, Race and Society, Dunn, Dobzhansky, A Mentor Book, The New American Library

Films

Basic Life Science, Human Body - Cells, Instructional Media Center
Cells and Their Function, #02036, Instructional Media Center
Mitosis, #02678, Instructional Media Center
Your Body Grows, #03219, Instructional Media Center

EVALUATION

Diagram and label the structure of the cell and write the function.

Explain Mendel's three laws and how they relate to heredity.

Differentiate between hybrid and mutation as it relates to the Laws of Incomplete Dominance.

List and explain two examples of Heredity Laws of Humans.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
IV. Inherited Characteristics A. Common characteristics normally inherited 1. Facial features 2. Body build 3. Skin color 4. Hair color and texture 5. Eye color 6. Hereditary baldness 7. Blood type	List inherited characteristics.	Put list of characteristics on the board. Have students write a short paper on dominant and recessive traits and how they had an effect on their own hair color and texture, eye color, blood type, etc. They should include their parents and grandparents characteristics.
B. Sex-Linked Characteristics 1. Color-blindness 2. Hemophilia 3. Baldness		
C. Multiple Births		Construct a bulletin board on heredity showing multiple births including news clippings, pictures, etc. Have several groups of students research sex-linked characteristics and report to the class.
V. Acquired Traits A. Habits B. Attitudes C. Mannerisms D. Posture E. Skills F. Grooming practices G. Initiative	List acquired traits.	Formulate a crossword puzzle or game to utilize both inherited characteristics and acquired traits.

REFERENCES	EVALUATION
	List five examples of inherited characteristics.
	Name two sex-linked characteristics.
	Differentiate between identical and fraternal twins.
	Give three examples of multiple births.
	Give an example of an acquired characteristic in habits, attitudes, mannerisms, posture, skills, grooming practices, and initiative.
	Define these terms: chromosomes, genes, acquired traits, inherited characteristics, environment, genetics, recessive trait, dominant trait, sex-linked characteristics, multiple births.

PERSONALITY DEVELOPMENT II
Part I: Human Relationships
Level 7

Educators should be aware of the fact that students at this level of maturity are extremely impressionable. Interpersonal relationships, as much as any other single factor, help to mold their personality development.

This unit will assist the student in understanding:

- The importance of getting along with others.

- The roles of the teenager in the family.

- The influences of peer groups.

- The interpersonal relationships between like and opposite sexes.

- The similarities and differences in age and ethnic groups.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Family Unit Role of the teenager to: A. Younger brothers and sisters B. Older brothers and sisters	The student will be able to: Compare the advantages and disadvantages of being the oldest, the youngest, the middle, and the only child in a family.	List characteristics of children, birth through two years, three through five, six through eleven. Discuss some of the problems related and how to solve them. Discuss problems of being the only child, the oldest, the youngest, the middle. Also list possible advantages of each. Have students construct a bulletin board on family traditions. Film: Family Problems, #1179, 14 min., Media Center. Discuss "personality clash." What is this and why? Could this happen in a family.
C. Parents 1. Conflicts 2. Financial responsibilities 3. Affection 4. Independence vs. authority	List conflicts between teenagers and parents and possible solutions.	Have each student pretend to be a parent and make a list of things he/she definitely would let own teenager do, definitely would not, and things that would depend of the situation. Give reasons for each. Film: The Maturing Female, #00270A, 14 min., Media Center Filmstrips: The Tuned-Out Generation, Tapes: Parent-Child Guidance Association Role play: Show parents with financial difficulties. Have teenage members show constructive and understanding ways to help out. Have other members behave in a manner exactly opposite. Show emotions and strain caused by the situation. Have each student choose one member of family to whom he or she will secretly be extra kind and helpful for one week. Keep records of efforts and results. Report to the class.

REFERENCES

Film: #00179 - Family Problems

Curriculum Guides
  Health and Family Life, Education Curriculum Guide, District of Columbia

  Family Life Education, Course of Study, Montgomery County, Maryland

Filmstrips
  The Tuned-Out Generation
  Understanding Your Parents, Guidance Associates

Book
  A Plan for Growing Up, Marian Q. Davis, M. S., The Richards Company, Inc., New York

Pamphlets
  American Medical Association series of pamphlets distributed by National Education Association, 1201 - 16 Street, N. W., Washington, D. C.:
  Facts Aren't Enough
  A Story About You (4-6)
  Finding Yourself (Junior high age)

EVALUATION

The student will be able to:

List by columns, the advantages and disadvantages of being the oldest, the youngest, the middle, and the only child in a family.

Name ten conflicts between teenagers and parents and discuss possible solutions to each.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
D. Grandparents and older relatives	Identify problems of the older generation and demonstrate understanding of these problems.	Have students list: Things you would like to do and say to a loved one in your family if he or she should die before you could return home. Discuss why many people are reluctant to say "I love you" to family members. How can this love be shown?
II Adolescent Influences Role of the teenager to: A. Peer groups 1. Codes of behavior 2. Pressures 3. Mass followship 4. Leadership 5. Individuality 6. Ethnic groups	Identify influences the peer group has on the individual.	Discuss what a peer group is. Name some behavior patterns especially typical of a teenager. Construct a bulletin board showing "Pressures from the Crowd." Saying could accompany pictures such as "One drink won't hurt." Have students list: Five qualities you would like to see in a leader. Put on 3 x 5 cards and turn in. Have a few members count the votes and give results. Role play: Depict a new student entering school. Show ways to make student feel welcome and at ease. Also show some students making fun of the differences in the new student, e.g., clothes, ethnic group, color, style, talk.
B. Persons of the same sex	Compare ways the individual reacts to persons of the opposite sex as opposed to persons of the same sex.	Discuss "hero worship" and "crushes." Name some desirable and undesirable outcomes from this kind of admiration. When is it taken too far? How does it make the older person being admired feel? Write short compositions on friendship. Have some students read their papers. List on a board desirable traits a friend should have. Can a person of the opposite sex be a friend?

REFERENCES	EVALUATION
Films #00154 - Are You Popular #00270 - Maturing Female	Describe in a paragraph one problem of the older generation, and give examples of how a teenager could show understanding.
Leaflets "What Every Child Needs for Good Mental Health" (on emotional needs), The National Association for Mental Health, Inc., 10 Columbus Circle, New York	List four peer group pressures.
Pamphlets Junior Guidance Series Booklets, Science Research Associates, Inc., 259 East Erie Street, Chicago The Adolescent in Your Family, United States Department of Health, Education, and Welfare, Washington, D. C. Love and the Facts of Life, Evelyn Millis Duvall, Ph. D., Associated Press, 291 Broadway, New York	Identify with which sex student would discuss the following problems: courtship, home, friendships, financial. Tell why.
Films #00196 - Love #00284 - Tom and Ann - Making Out	

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
C. Persons of the opposite sex 1. Friendships 2. Courtships		Discuss dating: Include, age, place, dress appropriateness. Ask students, "Is it important for your parents to know where you are and how long you will be gone? Films: Going Steady, #282A, Steve and Kathy - Going Steady, #206. Ask students "What makes a girl or boy popular?" List characteristics on the board. Discuss some fears encountered in dating; Boys' point of view. List under these categories: asking stage, during the date, afterwards. What effect can these fears have on a sensitive teenager's mental outlook? Discuss affection and love. How are standards of behavior tied into these emotions? Discuss the value of having standards set ahead of time before a situation arises?
III.Other Adult Influences Role of the teenager to: A. Religious leaders B. Law officers C. Teachers D. Coaches E. Other members of the community (neighbors)	Identify adult influences on the teenager.	Divide the class into groups to discuss how other adults (church leaders, teachers, etc.) have helped to mold their thinking and behavior patterns.

REFERENCES	EVALUATION
	Write an essay entitled "Adult Influences on my Life."

PERSONALITY DEVELOPMENT II
Part II: Personal Hygiene
Level 7

The student needs to recognize the importance of developing favorable attitudes toward personal appearance and hygiene. Through his/her attitudes the student needs to show cognizance of peer acceptance.

In utilizing this portion of the guide, the teacher should take special care to include information and/or activities applicable to all ethnic groups represented.

This unit is designed to help the student form these concepts:

- Realize the importance of practicing health habits which will contribute to personal well-being.

- Understand the problems and health needs of youth.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Adolescence Health Needs A. Skin 1. Structure and function 2. Care 3. Problems	Explain the function, care, and problems of the skin.	Have students prepare bulletin board showing the layers of skin and their function. Invite speakers in to discuss makeup and proper skin care. Possible source: Virginia Association of Hair Dressers and Cosmetology. Have students compile a list of skin problems of teenagers. Discuss the effects of emotional tensions on complexion.
B. Hair 1. Composition 2. Care 3. Problems	Identify the composition, care, and problems of hair.	Invite speakers from local beauty or barber shops to speak on hair care and styles. Possible source: department stores, National Association of Hair Dressers and Cosmetology. Film: Your Hair and Scalp, #02242A, 13 minutes, Instructional Media Center. Discuss causes of dandruff and how it may be eliminated.
C. Nails 1. Composition 2. Care	Describe the composition and care of the nails.	Have a cosmetologist demonstrate the proper method of manicuring.
D. Ears 1. Structure 2. Care 3. Problems (a) Signs (b) Causes (c) Aids	Relate the structure and care of the ears and depict the problems.	Use ear diagram in Your Health and Safety, Sixth Edition, page 196. Have students research some of the common ear defects and proper care and report on their findings to class.

REFERENCES

Books and Pamphlets

Living in Safety and Health, Jones, Wright, Behlmer, J. B. Lippincott Company, New York

Your Health and Safety, Sixth Edition, Lawrence, Schriver, Powers, Vorhaus, Harcourt, Brace, and Joranovich, Inc., New York

Today's Health Guide, edited by W. W. Bauer, M. D., published by American Medical Association, 1965.

Modern Health, Otto, Julian, Tether, Holt-Rinehart and Winston, Inc., New York, 1971

Films

Your Hair and Scalp, #02242, Instructional Media Center

Filmstrip

Our Eyes and How They Work, with cassette, by S.V.E.

EVALUATION

Write the function, care, and problems of the skin.

Explain the composition, care, and problems of the hair.

Describe the composition and care of the nails.

Identify the major parts of the ear and signs that might indicate an ear problem. Describe ways to care for the ears.

Label parts of the eye and explain some common defects. Describe methods of caring for the eyes.

List the parts of a tooth and describe the function of each. Write the importance of teeth and the caring for them.

Describe the structure, problems, and care of the feet.

Draw and differentiate between good and bad posture. Write four causes of poor posture and describe a method of improving each.

Write a paragraph relating the importance of good appearance.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Invite a doctor to explain how a hearing aid works.
E. Eyes 1. Structure 2. Care 3. Problems (a) Common defects (b) Eye strain symptoms and causes (c) Eye disorders (d) Eye glasses and care	Explain the structure, care, and common defects of the eyes.	Show filmstrip Our Eyes and How They Work, filmstrip and cassette by S.V.E. Use eye diagram in Your Health and Safety, Sixth Edition, page 195. Have students list several ways they can protect their eyes at school, home, and recreation.
F. Teeth 1. Importance 2. Structure and function 3. Diseases and abnormalities 4. Care (a) Individual - diet, habits, accidents (b) Dental	Relate the structure, function, diseases and care of the teeth.	Have students list the importance of teeth. Use a diagram of the teeth to show the structure. Invite a dentist to discuss the importance of caring properly for teeth. Have groups research and report to the class the following: decay, abscess, Vincent's infection, pyorrhea, gingivitis, malocclusion.
G. Feet 1. Structure 2. Problems 3. Care	Explain the structure, problems, and care of the feet.	Discuss some of the following problems: athlete's foot, flat feet, planter's wart, corns.
H. Posture 1. Good - values of 2. Poor (a) Causes (b) Ways of improving	Differentiate between good and poor posture. Relate causes of poor posture and ways of improving it.	Have each student stand behind a plumb line so a photograph of posture can be taken. Results are analyzed and corrective exercises studied and followed daily. Another photograph is taken at the end of the unit.

EVALUATION

REFERENCES

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Construct a bulletin board showing good and bad postures (may be cartoons).
II. Adolescence Appearance A. Cleanliness	Describe the importance of a good appearance.	Ask art students in cooperation with art teacher to demonstrate the "use of color" for skin tones and hair coloring.
B. Clothes and accessories		Have students make posters on bulletin boards on appropriate clothes for different occasions.
C. Hair style		
D. Mannerisms		Discuss or debate: "The clothes make the man."
E. Voice		Have students role play "getting a job." Depict various clothing styles, manners, etc.

EVALUATION

REFERENCES

Health Education 7-8
Section C
September 3, 1974

DISEASE CONTROL
Level 7-8

Diseases hinder the body's normal activities by making one feel bad and thus function accordingly. Many diseases can strike the student in the early teens, as well as family and friends. A clearer understanding of some of the common diseases might help prevent these and help control others already present. Through knowledge, undue fears and superstitions can be erased.

DISEASE CONTROL
Level 7-8

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Diseases A. Definition B. Causes C. Forms of bacteria 1. Caccus 2. Bacillus 3. Spirillum	Contrast the state of good health with disease.	Show comparison between the body and a new car. For example, at birth everything in the body runs well. As the body grows older and is used, various parts become tired and worn. Discuss why car check-ups and health check-ups are needed. Compile lists of diseases that are of interest to the students.
D. Body Defense 1. Antibodies and antigen 2. Skin 3. White corpuscles E. Public Health Services 1. National 2. State 3. Local	State the body defenses against diseases, and available resource agencies for assistance.	Read the following poem to class: What a Chance? Cheer up! You have two chances - One of getting the germ And one of not. And if you get the germ You have two chances - One of getting the disease And one of not. And if you get the disease You have two chances - One of dying And one of not. And if you die - Well, You still have two chances. Anonymous Show slides of bacteria and other pathogenic organisms. Have students do research on vaccinations they have had listing the reasons for each. Discuss the public health centers, their locations, and services.

REFERENCES

Modern Health, Otto, Julian, Tether, Holt, Rinehart and Winston, Inc., New York

Today's Health Guide, Edited by W. W. Bauer, M. D., published by American Medical Association 1965

Health and Disease, Life Science Library, Time, Inc., New York

State Department of Education Curriculum Guide, Health Education, 7-12

Review Text in Health, AMSCO School Publications, Inc.

Films

Unseen Enemies, #02141, Instructional Media Center

EVALUATION

Explain what is meant by the state of good health as opposed to disease.

Name three types of bacteria and recall their shapes.

List three body defenses against diseases.

Explain antigen-antibody reaction and the importance of this in the development of immunity.

Identify three public health services and tell their functions.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
II. Communicable Diseases A. Definition	Define communicable diseases and state ways they are spread.	Invite a local health official to speak on epidemic and communicable diseases prevalent in the area.
B. Ways communicable disease are spread		Discuss signs of contaminated food and water and ways to prevent the contamination.
C. Stages of infectious 1. Incubation 2. Active illness 3. Convalescence	Describe the three stages of infectious diseases.	Research "Typhoid Mary" and tell her story. Discuss the meaning of "carrier" and explain its role in epidemics.
D. Examples of communicable diseases 1. Hepatitis (yellow jaundice) (a) Definition (b) Symptoms (c) Types	Relate the effects of hepatitis on the body. Give two examples of how it might be contracted.	List and discuss common signs and symptoms of communicable diseases. Discuss seriousness of hepatitis and ways students can help reduce the disease. Explain why hepatitis is a problem among drug users.
2. Measles (a) Definition (b) Types	Compare and contrast rubeola and rubella measles.	Show film on measles. Have the school nurse explain the screening procedure for measles and the importance of prevention, especially of German measles.
3. Mononucleosis (glandular fever)	Describe the symptoms of mononucleosis and explain how it is transmitted.	Discuss the possible preventive procedures concerning the disease mononucleosis. Have students discuss why mono is called the "kissing disease." Review the glandular system.

REFERENCES	EVALUATION
	Define communicable diseases and name five ways they are spread. Describe the three stages of infectious diseases. Relate the physical effects of hepatitis on the body and give two examples of how it might be contracted. Name two ways rubeola and rubella are alike and different.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
4. Tuberculosis (a) Definition (b) Symptoms (c) Transmission	Identify the nature of tuberculosis and how it is spread.	Discuss the chest x-ray. Discuss the patch skin test for TB. Review respiratory system. Have students make detailed sketches of the lungs. Contact the Potomac Tuberculosis and Respiratory Disease Association for free literature, films, and slides. 9735 Main Street P. O. Box 277 Fairfax, Virginia 22030 Phone: 591-4131
5. Venereal Diseases (a) Definition (b) Types (1) Gonorrhea (2) Syphilis	Compare and contrast the symptoms, transmission, and untreated effects of gonorrhea and syphilis.	NOTE TO TEACHERS: All materials used must be on the approved Fairfax County Public Schools list which may be acquired from the Media Center. Explain to the class there are other types of VD: granuloma inguina; lymphogranuloma venereum; trichomonas vaginitis; chancroid. Invite school nurse to discuss locations of walk-in clinics in Fairfax County and all services available to the residents for venereal diseases. Show the Denoyer-Geppert torso (Media Center). Have class make a chart on: facts they know for sure; facts they want to know; facts that are questionable.

REFERENCES

Films

A Half Million Teenagers, #02988, Instructional Media Center

Pamphlets

The ABC's of VD, Department of Public Health, Government of D. C.
Some Facts About Venereal Disease, Public Health Service Publication No. 913, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
Homosexuality and Venereal Disease, Department of Public Health, Government of D. C.
The Facts About Lymphogranuloma Venereum, Department of Public Health, Government of D. C., Washington, D. C. 20001
Syphilis: The Invader, Erik Barnouw and E. Gurney Clark, M. D., Public Affairs Pamphlet No. 24A, Georgia Department of Public Health

Books

Teacher's Handbook on Venereal Disease Education, AAHPER, Department of NEA, 1201 - 16th Street, N. W., Washington, D. C. 20036

EVALUATION

Describe three possible symptoms of mononucleosis and give two examples of how it might be transmitted.

Define tuberculosis and explain why it is a communicable disease.

Compare and contrast the transmission, symptoms, and ultimate danger of gonorrhea and syphilis.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
III. Examples of Noncommunicable Diseases A. Allergies 1. Hay fever 2. Bronchial asthma 3. Contact dermatitis 4. Hives	Identify several types of allergies and explain their symptoms and causes.	Discuss the definition and give examples of common allergies. Divide class into groups and have them compile a list of allergens entering by a specific route and give group reports to the class. (Example: one route that could be used is by injection.) Invite a doctor to speak to the class on allergies and the various methods used to track down the allergens. Have class volunteers give accounts of their personal experiences with an allergy. Discuss folklore and myths surrounding allergies. Have a medical person, perhaps the school nurse, speak to the class on asthma attacks and possible treatment or prevention. Have the guest explain how acute respiratory infections and emotional disturbances relate to asthma attacks.
B. Cancer 1. Definition 2. Nature of cancer cells 3. Possible causes 4. Signs and symptoms 5. Treatment	Describe the nature of cancer cells and the seven warning signals.	Draw diagrams showing both normal and abnormal cell division. Define benign and malignant. Visit a tumor clinic or a pathology laboratory and give the class a report.

REFERENCES

Pamphlets

Allergic to What?, Metropolitan Life Insurance Company,
New York

Films (American Cancer Society)

Cells and their growth:
- From One Cell
- The Traitor Within
- The Embattered Cell

Relationship between cancer and smoking:
- Is Smoking Worth It?
- Challenge: Science Against Cancer
- The Huffless, Puffless Dragon
- A Breath of Air

Filmstrip

The Cancer Challenge to Youth
To Smoke or Not to Smoke?
I'll Choose The High Road

Pamphlets

Teaching About Cancer, American Cancer Society

EVALUATION

Identify two types of allergies and explain their symptoms and causes.

Give three characteristics of cancer cells and seven warning signals for suspecting the disease.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Contact the American Cancer Society, Virginia Division, Northern Metropolitan Area, 245 Maple Avenue, Vienna, Virginia 22180, phone 938-5550, for free information and films.
C. Diabetes 1. Definition 2. Symptoms 3. Cause 4. Control 5. Danger	Explain the cause of diabetes and three ways it might be controlled.	Make a chart comparing diabetic coma to insulin reaction. Discuss the emotional stresses a young person might have to overcome if a diabetic. List ways others could help. Invite a diabetic to talk to the class. Questions from the class might be prepared ahead of time as a guide. Show a poster or diagram of the body showing position of the organ, the pancreas.
D. Epilepsy 1. Definition 2. Causes 3. Seizures 4. Treatment	Relate two types of epileptic seizures and explain psychological implications.	Discuss the word "convulsions." How serious are they? Invite the school nurse to explain what first aid should be given to a victim having an epileptic seizure. Discuss what is meant by the "blue stage." Research how epilepsy is being treated.
E. Food Poisoning 1. Definition 2. Symptoms 3. Types 4. Preventive measures	List three types of food poisoning and tell ways of preventing them.	Divide the class into three groups giving each one type of food poisoning. Each group studies the cause, symptoms, and prevention of a particular type. Oral presentations may then be presented by a chairman to the entire class.

REFERENCES

Pamphlets

Diabetes, Metropolitan Life Insurance Company, New York

EVALUATION

Explain the cause of diabetes and name three ways it might be controlled.

Relate two types of epileptic seizures and explain how one might be effected psychologically by having the disease.

Explain the three types of food poisoning and list some preventive measures.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss and compile a list of ways germs could enter food. Students give skits on how innocent people may be victims of food poisoning. (Examples: restaurants, parties, canned foods, armed services mess halls, etc.)
F. Heart Problems 1. Definition 2. Types of heart disorders	Define five heart problems or diseases.	Show a model or poster on the anatomy of the heart. Make drawing. Review and trace the flow of blood through the circulatory system. Discuss some of the warning signals that may point to heart disease. Contact the Heart Association of Northern Virginia, Inc., 609 North Edgewood Street, Arlington, Virginia 22201, phone 527-6645, for free literature and films.

REFERENCES	EVALUATION
	Name five heart disorders.

TOBACCO AND ALCOHOL
Level 7-8

The use of tobacco and alcohol is a growing problem among adolescents today. Since the misuse of these substances may create serious health hazards to the individual and to society, appropriate instruction must be provided which will help to prevent the use and misuse of these harmful substances. This unit develops awareness of the harmful effects, both physical and psychological, that tobacco and alcohol may produce.

TOBACCO
Level 7-8

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. History A. Use of tobacco from ancient civilization to modern times B. Important men	Trace the history of tobacco and the growth of its use in the United States.	Write a script on "Smoking--Now and Then." Present on videotape or in front of class. Research which states grow tobacco as one of their main crops. Show how the occupations and economy are affected. Collect and show various pipes and tell history of each. (Snuff and chewing tobacco may be included.) Collect newspaper articles and others showing studies of smoking and diseases.
II. Reasons for Starting Smoking A. Peer Influence B. Parental Influence C. Advertisements D. Other	Explain reasons individuals start smoking and identify appealing influences.	List on the board various reasons people start, continue, stop smoking. Discuss the influence of smoking on the American economy. Collect favorite cigarette advertisements and tell the class why they were chosen. Discuss the influence of the clever appeals. Make a cartoon corner on a bulletin board for humorous, satirical jokes and pictures on smoking. Make mobiles on cigarettes and sayings (or facts, etc.) to hang from the ceiling.
III. Tobacco Smoke Elements A. Nicotine B. Tars C. Other poisonous elements	Identify substances in tobacco smoke and explain their effect on the body.	Poisonous substances in tobacco smoke - tar, nicotine, ammonia, formaldehyde, carbon monoxide, arsenic, and others.

REFERENCES

Resource Materials Guide on Smoking and Health (Published by the Northern Virginia Interagency Council on Smoking and Health) Member agencies:

American Cancer Society, 245 Maple Avenue, Vienna, Virginia 22180, phone: 938-5550

Potomac Lung Association, 9735 Main Street, P. O. Box 277, Fairfax, Virginia 22030, phone: 591-4131

Heart Association of Northern Virginia, Inc., 609 North Edgewood Street, Arlington, Virginia 22201, phone: 527-6645

Pamphlets

Mind If I Smoke?, Harold Shryock, M. D., Pacific Press Publishing Association, Omaha, Nebraska, 1963

Smoking, Health, and You, facts for teenagers, children's bureau publication, number 424-1964, U. S. Department of Health, Education, and Welfare

Health Concept: Guide for Health Instruction, 1967 AAHPER, Department of NEA, 1201 - 16th Street, N. W., Washington, D. C.

The Reader's Digest Association, Inc., Pleasantville, New York, 10570 "What the Cigarette Commericals Don't Show," reprint January, 1968

Additional materials available from:

U. S. Department of Health, Education, and Welfare, Public Health Service, Health Service and Mental Health Administration, National Clearinghouse of Smoking and Health, Rockville, Maryland 20852

Filmstrip

Tobacco and Your Health, Visual Education, Inc., cassettes (recommended for purchase by individual school)

EVALUATION

Write a short essay on the use of tobacco through the ages.

List reasons why people start smoking and why they continue.

Critique advertisements objectively and state influencing elements.

State definite harmful effects of nicotine and tars and identify other poisonous substances found in tobacco smoke.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Do a survey in the community on smoking habits and attitudes; put on a tape recorder as interview sessions.
		View filmstrip, "Tobacco and Your Health."
		Do a short skit on the theme "My first cigarette behind the barn."
		Discuss some of the effects of nicotine and tar on the body, (e.g, nicotine poisoning.)
IV. Hazards of Smoking A. Primary Hazards 1. Respiratory System (a) Irritation of nose, throat, linings (b) Smoker's cough (c) Impairment of cilia (d) Bronchitis (e) Emphysema (f) Cancer of any part of the respiratory tract (g) Trachea infection (h) Increased breathing	Describe the hazards that smoking has on the respiratory system.	Review the structure and function of the respiratory system.
		Invite a speaker from the Potomac Lung Association, phone 591-4131, ("Sam - The Smoking Man" model).
		Invite from the Cancer Society a representative to present a program demonstrating the effects of smoking on the body.
		Invite a prominent athlete or coach to speak on smoking and physical efficiency.
2. Circulatory System (a) Faster heartbeat (b) Contraction of blood vessels (c) High blood pressure (d) Buerger's disease (e) Heart attacks	Explain ways smoking affects the circulatory system.	Discuss why doctors suggest that heart patients discontinue smoking.
		Research and show through diagrams the causes of high blood pressure.
		Obtain literature and films from the Heart Association of Northern Virginia, Inc.

REFERENCES	EVALUATION
The Potomac Lung Association (phone: 591-4131) Films Point of View Getting Through Emphysema Life and Breath (Emphysema) Is It Worth Your Life? Filmstrips Cigarettes and Health The Decision is Yours Slides The High Cost of Smoking	Explain the function of the respiratory system and how it is affected by smoking.
Heart Association of Northern Virginia, Inc. Films Smoking and Heart Disease Smoking and You #00968, Tobacco and the Human Body, Instructional Media Center #00222, Time Pulls the Trigger, Instructional Media Center #03038, Smoking and Health - A Report to Growth, Instructional Media Center	Identify hazards to the circulatory system caused by smoking.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Show film #00968, Time Pulls the Trigger, and #00222, Tobacco and the Human Body.
3. Digestive System (a) Dulling of taste buds (b) Effect on growth indirect (c) Decrease of digestive juices (d) Aggravation of peptic ulcers	Identify the hazards that smoking may have on the digestive system.	Discuss why a person might gain weight when he/she stops smoking. Discuss why teenagers especially might be harmed during their growing years. Do the following mathematical equation as a project. Fill in the blanks in an original manner. (Teacher could post for daily viewing.) Girl/Boy Plus Cigarette A cigarette can: Add (e.g., stains, status with peers) Subtract (e.g.,finances, life span) Divide (e.g., parents and children) Multiply (e.g., aches and pains)
B. Secondary Hazards 1. Tension 2. Insomnia 3. Physical inefficiency 4. Social annoyances 5. Habit forming 6. Expensive 7. Fires	Identify secondary hazards that smoking can cause.	
V. Help for Smokers A. Suggested ways to stop smoking B. Smokers' organizations available	Identify areas of help for smokers.	Sponsor week at school to discourage smoking. (e.g., slogan contest on "Stamp Out Smoking" or "S.O.S."; posters for restrooms, halls, etc.; after-school plays; announcements on public address system.)

REFERENCES	EVALUATION
	Explain how the normal function of the digestive system can be upset by smoking. Relate various other disadvantages connected with smoking that may be present.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
C. Surgery and other medical treatments		Do a survey on how people have successfully stopped smoking.
D. Cost awareness		

REFERENCES	EVALUATION
	Explain how a smoker could quit smoking and names sources of help.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. History	Relate the usage of alcoholic beverages in the past.	Research the use of alcohol in different eras, e.g., ancient civilization, colonal America, etc.
II. Chemical Types of Alcohol A. Ethyl	Explain the chemical types of alcohol and list some of their uses.	Compile a list of uses for different types of alcohol. Check home products containing alcohol.
B. Denatured		Game: Unscramble words - yehtl (ethyl), udneatred (denatured), ltymeh (methyl).
C. Methyl		
III. Alcoholic Beverages A. Production		
B. Main Types		
C. "Proof"		
D. Factors influencing alcohol concentration in the blood 1. Size of person 2. Body tolerance 3. Presence of food 4. Rate of consumption 5. Personality--temperament 6. Environment	Identify the alcoholic content of common alcoholic beverages and relate factors influencing their effect on the human body.	Define: fermentation, distillation. Set up an experiment showing distillation of a liquid. Have students do research and give reports on the factors which will affect the blood alcohol level of different individuals.
E. Factors influencing usage		List and discuss reasons why people use alcohol, especially teenagers. From class suggestions, list why people do not drink alcoholic beverages. Discuss signs of emotional stress that may lead to the use of alcohol.

REFERENCES

Booklets

The Alcoholic American, Copyright 1970, National Association of Blue Shield Plans, 550 - 12th Street, S. W., Washington, D. C. 22024

44 Questions, Alcoholics Anonymous World Services, Inc., Box 459, Grand Central Station, New York 10017

Thinking About Drinking, Superintendent of Documents, Government Printing Office, Washington, D. C. 20402

The New Cornerstones, Alcoholic Rehabilitation Programs of the North Carolina Department of Mental Health

Virginia Traffic Crash Facts 1970, Department of State Police

Guidelines for Inclusion of Expanded Alcohol Discussion in Driver Education, State Department of Education, Richmond, Virginia 23216

"It's Best to Know" About Alcohol, National Alcoholic Beverage Control Association, Inc., 5454 Wisconsin Avenue, Washington, D. C. 20015

Alcohol Talks to Youth, Hamlin, School and College Service, Beechwold Station, Columbus, Ohio

Alcohol and Alcoholism, National Institute of Mental Health.

Facts About Alcohol, Raymond G. McCarthy, SRA Guidance Service, Reorder #5-702

Health Concepts: Guide for Health Instruction, 1967, AAHPER, Department of NEA, 1201 - 16th Street, Washington, D. C.

The Drunk Driver May Kill You, Safety Director, Allstate Insurance Companies, Allstate Plaza, Northbrook, Illinois 60062

13 Steps to Alcoholism, The National Council on Alcoholism, Inc., 2 Park Avenue, New York, New York 10016

Twenty Questions on Alcohol, Committee on Medicolegal Problems, American Medical Association, Chicago, Illinois

EVALUATION

Recall and state various ways alcohol has been used throughout history.

Contrast and compare the chemical types of alcohol.

State the approximate alcoholic content of beer, wines, and distilled liquors and explain factors influencing the blood alcohol level in the body.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
IV. Stages of Alcohol Consumption A. Absorption B. Oxidation C. Excretion	Trace the stages of alcohol in the body.	Show films: Alcohol in the Human Body, Alcohol - A New Focus, Instructional Media Center.
V. Physiological Effects A. Digestive System 1. Goes immediately into blood stream 2. No digestion necessary B. Central Nervous System 1. Judgment impaired 2. Lack of coordination 3. Loss of consciousness 4. Death C. Circulatory System 1. Blood vessels dilate, allowing blood to come to surface of skin 2. Heart rate slowed D. Liver - Oxidizes alcohol E. Kidneys - Increased wine	Describe the physiological effects of alcohol on the digestive, central nervous, and circulatory systems, liver and kidneys.	Have students make posters or a bulletin board that shows the drawn and labeled organs affected by alcohol, and list the effect on each. Invite a doctor to discuss the physiological effects of prolonged use of alcohol on the organs of the body. Invite a local policeman to discuss the state law on blood alcohol content in relation to drunk driving. Review for the class the location of the liver and explain cirrhosis.
VI. Drinking and Related Problems A. Diseases 1. Cirrhosis 2. Brain damage 3. Mental disorders	Identify and describe some of the problems relating to the use of alcoholic beverages.	Have students role-play several situations where problems arise because of drinking (locker room, driving, parties, etc.). Discuss the expense of alcoholic beverages in relation to the family and community.

REFERENCES

Films

Alcohol, #03406, Instructional Media Center
Alcohol, A New Focus, #03405, Instructional Media Center
Alcohol in the Human Body, #02088, Instructional Media Center
There's a Message in Every Bottle, EDCOM Productions, P. O. Box 494, 285 West Sixth Street, Mansfield, Ohio 44901

Filmstrips

Tobacco and Alcohol - $50,000 Habit, Guidance Associates (sound)
Alcohol and Your Health, Society for Visual Education, Inc. (recommended for school purchase)

Speakers

Public Information Unit
Northern Virginia Intergroup of Alcoholics Anonymous
3179 Wilson Boulevard
Arlington, Virginia
Phone: 524-7742

EVALUATION

Explain absorption, oxidation, and excretion of alcohol in the body.

Explain the physiological effects of alcohol on the digestive, central nervous, and circulatory systems and on the liver and kidneys.

Describe some of the problems associated with alcohol usage and name a source of help.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
4. Malnutrition 5. Alcoholism B. Crimes C. Traffic safety D. Social, family, community problems		Invite speakers from Alcoholics Anonymous (Alcoholic Speakers Bureau: 524-7742). Divide class into groups for: skits in class; oral reports; debates; interviewing a variety of people concerning their ideas on drinking. Have students role-play situations to: show how it feels to be left out; tell how you would refuseto ride home with a person driving who has been drinking; demonstrate ways to refuse to drink gracefully yet without feeling left out.

EVALUATION

REFERENCES

DRUG EDUCATION
Level 7-8

Studies have repeatedly shown that the person who succumbs to drug abuse feels insecure, unrecognized, and unhappy. Most educators and medical authorities agree that helping the teenager develop a well-adjusted personality is basic to prevention of drug abuse. The emphasis in intermediate school in this area of education should be on an understanding of self and the development of good mental health.

The teacher should refer to the Fairfax County Drug Education Curriculum Guide and give special attention to the resource material included in the high school section. It is recommended that drug education be carefully coordinated with social studies, home economics, English, and science to provide supportive and comprehensive instructional efforts.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Personality A. Characteristics of an Individual's Personality 1. Strengths to develop 2. Weaknesses to overcome 3. Limitations to accept	Identify some of the basic omponents of each individual's personality and explain their relationship to positive and negative decision making.	Have students make a hypothetical list of positive and negative traits and discuss how these can be best used to develop an attractive personality. Have a social worker or school psychologist discuss influence of personality on one's development. Instruct students: Test your own system of values by completing the sentence, "I believe that the most important things in life are...." Have students read biographies about famous people who have overcome major personal problems. Report to class.
B. Teen Problems 1. Causes 2. Positive responses 3. Poor responses (a) Typical acting out behavior (i.e. truancy, hypochrondriac, hostility) (b) Drugs - alcohol	Explain drug misuse as a behavior response.	Divide into groups to discuss a particular teen problem. List into columns possible positive and negative responses. Examples of common problems: unsatisfied needs; social difficulties; financial difficulties; family conflicts; poor grades. Discuss what normal variations in different forms of behavior are, e.g., daydreaming rationalizing, scapegoating, bullying. Discuss reasons why adolescents may wish to seek advice from friends and members of their peer groups rather than from their parents.

REFERENCES	EVALUATION
Drug Education Curriculum Guide, Fairfax County Public Schools, pages 140-144	Explain three characteristics of the personality. Identify five causes of teen problems and list three negative and three positive responses for each. Explain drug misuse as a poor behavior response.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Define the terms "drug use" and "drug abuse." Ask students to discuss these questions in groups and report to the class. Questions What is the difference between rationalization and lying? Is retreat ever a good solution to a problem? A bad solution? Give examples. What is meant by "adjustment mechanism"? What are some of the common ways people try to escape problems? What does a person need in his/her life to overcome crutches such as drugs? If you discover a friend who is experimenting with drugs, what should you do? What do these terms mean to you? "Uptight" "hang up" and "cop out" Why are civic groups, organizations, and the general public interested in drug abuse?
II. Types of Drugs A. Depressants 1. Alcohol (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Physical dependence	Identify the medical uses and dangers of abuse for the following depressants: alcohol, barbiturates, tranquilizers, opiates, snythetic opiates.	Show the film Drugs and the Nervous System, #02581, Instructional Media Center. List general physiological effects on the body of depressants.

REFERENCES	EVALUATION
	Define the terms "drug use" and "drug abuse". Contrast and compare the following depressants: alcohol, barbiturates, tranquiliziers, opiates, and synthetic opiates.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
2. Barbiturates (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Tolerance 3. Tranquilizers (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Dependence 4. Opiates (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Dependence 5. Synthetic opiates (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Dependence		Explain why alcohol is considered one of the most common depressant drugs. Have students name some places young people are apt to encounter drug pushers. What happens to the body when different drugs are taken at the same time? List and discuss the medical use of barbiturates. Name some famous persons who have died from drugs. List the discuss the medical uses of tranquilizers. Show the film Hooked, #J2299, Instructional Media Center. List and discuss the medical uses of morphine, codeine, and paregoric. Discuss differences between psychological and physical dependence. Have students draw a map indicating journey of heroin from a field of poppies to our local area. List the many persons who are involved in the journey. Name the local laws concerning use, possession, and sale of heroin. Write a report or a hypothetical story about a heroin addict undergoing treatment at a rehabilitation institution.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Explain: Why does heroin not have a medical use like morphine or codeine? Have students research some of the synthetic drugs such as demerol and methadone.
B. Stimulants 1. Amphetamines (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Dependence 2. Cocaine (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Dependence	Explain the medical uses and dangers of abuse for amphetamines and cocaine.	Define the terms "tolerance" and "withdrawal." List and discuss the medical uses of amphetamines. Have students discuss the physiological changes that occur in the body when one is frightened. How can these reactions be compared to uses of amphetamines? What does the expression "speed kills" mean?
C. Hallucinogens 1. LSD, DMT, Mescaline, Peyote (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Dependence	Identify the medical uses and dangers of abuse for hallucinogens and marijuana.	Name the ways that hallucinogens can be dispensed, e.g., chewing gum, potato chips, candy, suckers, etc. List the effects (physical and emotional) on the body from use of: marijuana; LSD and other mind-expanding drugs. What is "flash back?" Show the film, LSD: Insight or Insanity, Instructional Media Center.
2. Marijuana (a) Physical effects (b) Medical uses (c) Dangers of abuse (d) Dependence		Have a panel discussion on "Should Marijuana be Legalized?" Discuss the following: We legalized the use of alcohol. What benefits toward society can we see in 25 years? What harm?

REFERENCES	EVALUATION
	Contrast and compare amphetamines and cocaine.
	Identify common hallucinogens and explain the dangers of abuse.
	List the physical and psychological effects of marijuana and possible dangers.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Demonstrate for the class the odor of marijuana by burning a marijuana wafer.
		Name the local laws concerning use, possession, and sale of marijuana?
		Why does a "dealer" try to get young people off marijuana and into heroin?
		List on the board the words: depressant, stimulant, and hallucinogen. Have students see how many examples can be placed under each word, e.g., bennies, barbs, etc.
Volative Chemical	Identify volative household chemicals that can be abused.	List on the board names of volative substances that are commonly abused. Explain dangers.
		Discuss how can a drug abuser have his/her occupational future jeopardized? List the occupations that would be closed to a convicted drug abuser.
III. Adverse Effects of Drugs A. Personal Implications	List possible consequences of drug abuse to self, home, and society.	
B. Legal Aspects		Have students investigate and make a chart showing the federal laws for the control of drugs in the chronological order of their enactment.
C. Social Implications		
		Have students investigate Virginia and federal laws relating to drug abuse for the juvenile and young adult over 18. Explain that Virginia laws apply to Virginia and may be different from those in D. C. or Maryland.

REFERENCES	EVALUATION
	List volatile household chemicals that are commonly abused.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Explain the consequences of being caught at a party where drugs were being used or in a car where drugs were found? Discuss how this might affect your whole life (family, schooling, occupation, reputation, friends)?
		Develop a role-playing situation showing various members of society and their attitudes toward a drug abuser, e.g., drug abuser vs. peer, clergyman, teacher, parent, and doctor. Have students discuss these questions.
		List the ways our society is weakened by drug abusers.
D. Sources of Help	Identify local resources of help for the drug abusers.	Have students research the following sources of help for drug abusers: Fairfax County Crossroads Center (phone: 691-2468) Crossroads Community (phone: 765-7276) Fairfax-Falls Church Mental Health Center Fairfax County Health Department Fairfax County Social Services Fairfax County Police Intelligence Division (phone: 691-2325) Roving Leaders Program Fairfax County Hospital Emergency Room Nearby Agencies Northern Virginia Hotline (phone: 527-4077) Falls Church - Re-Entry Program (phone: 532-8585)

REFERENCES	EVALUATION
	List six ways drug abuse may affect the individual and society. Identify three local sources of help for the drug abuser.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Northern Virginia Mental Health Association (phone: 524-3352) Northern Virginia Family Service (phone: 549-3814) Invite residents from Crossroads Community to speak to the students.

REFERENCES	EVALUATION

SAFETY PRECAUTIONS AND CONSUMER HEALTH EDUCATION
Level 7-8

Although accidents are one of the major causes of death for this age group, the majority of accidents are preventable. The student that is safety-minded will avoid many accidents and injuries as he/she carries out activities at home, school, work, and during recreation.

The development of national consumership is a major need of our society. Misleading advertising is more prevalent than ever through the vast media of radio, television, newspapers, and other publications. Disreputable individuals and businesses are constantly developing new and effective ways to mislead, misinterpret, and misrepresent facts regarding health products and services. The most effective weapon against quackery is education.

SAFETY PRECAUTIONS
Level 7-8

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Importance of Safety	Relate specific examples of the need for safety education.	Organize a "Safety Week." Each day emphasize a different area of safety. Have students take surveys and give oral reports on their findings. Discuss "What is safety?" Have students define hazards and give examples. Discuss the amont of time lost from school or work due to preventable accidents. Discuss the procedure for conducting a fire drill at school and at home.
II. Safety at Home	Formulate effective safety precautions at home.	Discuss the importance of keeping medicines out of reach of small children. Explain the importance of keeping all household cleaning substances properly labeled and safely stored. Review the first aid procedure for poisoning. Have each student check each room of his home for hazards and make necessary safety suggestions. Discuss riding lawnmower safety; precautions before starting the mower, filling with gas, turning off motor for repairs, clearing area before mowing, wearing shoes, etc.

REFERENCES

American Automobile Association

American Red Cross, 4117 Chain Bridge Road, Fairfax, VA.

National Safety Council

Bell Telephone Company (has available films)

Film

Safety in the Kitchen, #00319, 10 minutes, Instructional Media Center

Filmstrip

Play It Safe With Gas and Electricity, Xerox

Books

Living in Safety and Health, Jones, Wright, Behlmer, J. B. Lippincott Company, New York

State Department of Education Curriculum Guide in Health Education, Grades 7-12

Today's Health Guide, published by the American Medical Association

Your Health and Safety, Sixth Edition, Lawrence, Schriver, Powers, Vorhaus; Harcourt, Brace and World, Inc., New York

EVALUATION

List three examples illustrating the need for safety education.

Describe two safety precautions for each of the following: mini-bikes, bicycles, and lawnmowers.

Identify six areas at a school where the use of safety precautions is necessary and give one example for each.

List four safety hazards of the pedestrian.

Describe the safe way to use and store: medicines, household cleaning substances, gasoline, and painting supplies.

List three safety precautions for: home pools, public swimming, boating and water skiing.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
III. Safety for the Pedestrian	Identify safety hazards of the pedestrian.	Discuss the proper procedures for walking along a roadway during daylight and nighttime hours.
IV. Safety at School	Describe areas at school where the use of safety precautions is necessary.	Divide class into eight groups and assign each one of the areas mentioned below. Each group researches its area for any hazards as well as for safe features, then reports its findings to the class. Class discussion and suggestions for improving conditions follow all reports. Bus (patrols) Halls and stairways Cafeteria Industrial arts areas Home economics Science labs Gym Outside activity areas Have students organize a poster or a slogan contest on safety. Display winning posters or slogan throughout the school.
V. Safety for Recreation	Formulate effective safety precautions for recreational activities.	Invite law officer to discuss two-wheel vehicle safety and regulations. Have students research and report on The Bicycle Institute of America's "Rules for Bicycle Riders." Have students make bulletin boards and/or posters concerned with safety on wheels.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Invite a member of local rescue squad to discuss water safety at all types of water facilities. Have student poster contest concerning all phases of water safety. Have students bring in newspaper clippings about water accidents and discuss how they might have been prevented. Have students divide into groups and report on the safety measures they use while boating, skiing, and swimming.

EVALUATION

REFERENCES

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Importance of Consumer Education	Describe the need for consumer health education as it relates to fad practices of adolescents.	Discuss some fad purchases of adolescents.
II. Consumer Products A. Advertising Appeals		Describe types of appeals used in advertising. - Band wagon - Ecology/public service - Visual - Happy family - Humble approach - Humor - Sex - Snob - Something new - Special offer - Statistics - Straightforward - Symbols - Youth Have students collect different types of advertisements from magazines and newspapers. Bring them to class and analyze them. Some specific topics might include: skin, hair, kidney disorders, laxatives, aids to digestion, tranquilizers, hormones, insomnia.
B. Criteria for Sound Choices		Have students list products that have been removed from the market and the reasons why. Show class copies of Consumer Reports and Consumers Guide. Have a small group of students look up and report on the Wheeler-Lea Act. List and discuss some values relating to advertising.

REFERENCES

Books and Guides

Consumer's Report and Consumer's Buying Guide, Consumers Union of U. S., Inc., 256 Washington Street, Mount Vernon, New York 10550

Creative Teaching Unit - Values/Advertising, Scholastic Magazines and Book Services, 50 West 44 Street, New York 10036, KT 017

Pamphlets

Education for Consumer Health, Booklet, 21 pp., AAHPER, 1965, 35¢

Facts for Consumers - FDA Approval of New Drugs, Booklet, 8 pp., FDA No. 8, 1964, 15¢

Facts for Consumers - Food Additives, Booklet, 13 pp., FDA No. 10, 1964, 15¢

Facts for Consumers - Food Standards, Booklet, 12 pp., FDA No. 8, 1964, 15¢

Facts on Quacks, Booklet, 32 pp., AMA, 1967, 30¢.

Facts You Should Know About Health Quackery, Booklet, 15 pp., BBB, 1961, 15¢

Health Quackery, Booklet, 14 pp., AMA, 1966, 15¢

I Have a Secret Cure for Cancer, Leaflet, ACS, 1966

Mechanical Quackery, Booklet, 6 pp., AMA, 10¢

The Merchants of Menace, Leaflet, AMA, 1966, 10¢

Filmstrip

Buyer Beware: Money Well Spent (cassettes), Guidance Associates of Pleasantville, New York

EVALUATION

Identify ten types of appeals used in advertising and define each.

Name two federal and independent agencies that aid the consumer.

Describe two aids in making sound purchase choices.

Write the definition of quackery and describe two ways to combat it.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
III. Other Methods of Fraudulent Claims A. Advertising Appeals		Describe types: experts; endorsements-famous people; quackery-medical.
B. Criteria for Sound Choices		Have a student report on hypochondria and lead a class discussion on it. Have students list superstitions about health cures that they have heard about in the community. Discuss why they are superstitions and not scientific facts. Have students research and report on the background of quackery.
IV. Protective Agencies		Discuss the work of the federal agencies that help the consumer. Ask some students to contact the federal agencies for further information for the consumer. Have students seek out speakers from agencies to come to the classes to present what their agencies try to accomplish in aiding the consumer. Federal Food and Drug Administration Department of Agriculture U. S. Post Office Department Federal Trade Commission Independent National Better Business Bureau Virginia Better Business Bureau Underwriters Laboratory Good Housekeeping Seal of Approval

PROGRAM OF STUDIES

HEALTH EDUCATION

GRADES 9-12

SECTION C

WORKING DRAFT

INTRODUCTION

Health is not a passive condition. It is a changing dynamic state.

It is the Fairfax County Public Schools' goal to help students look at themselves objectively and to develop physically and mentally so that they may function effectively in and contribute positively to today's society.

A sequential K-10 health education program has been developed that allows for flexibility of instructional approaches. It is important at each phase to present and reinforce prescribed concepts so that students will be assured of a continuous program of instruction.

Overall Approach

The school health program is a joint responsibility of Fairfax County Public Schools and Fairfax County Health Department. The total health program will include the following: health services, health instruction, and healthful school environment.

A. Health Services
  1. A Fairfax County public health nurse is on duty at each secondary school for a period of 6½ hours.
  2. Health screening involves all students during fall. Health screening will be performed by nurses, volunteer parents, and teachers. Screening will be confined to height, weight, vision and hearing information to be filed on individual ADP cards.
  3. Health screening follow-up to retest and notify parents of any physical deficiencies found during the screening process.
  4. Health service forms available to the school are:

HPEH9	Follow-up health screen
HE5	Emergency care card
HE6	Dental referral
HE8, MCH213	Letter to parents re: physical, dental
HE3	Teacher-nurse-parent referral

B. Healthful School Environment
  1. Classroom
    (a) Temperature control
    (b) Lighting adequate
    (c) Adequate space for class size
    (d) Unsafe equipment and structures
    (e) Fire drill procedures
    (f) Cleanliness of facilities
  2. Other facilities
    (a) Cleaniness re: restrooms, hallways, cafeterias, grounds surrounding school areas
    (b) Lighting adequate
    (c) Protruding obstructions around school areas

C. Health Instruction
  1. The principal is responsible for the total health instructional program which may be delegated to the assistant principal for instruction.
  2. The administrative organization in each system will vary in the following ways:
    (a) Time allotment
    (b) Space available
    (c) Class enrollment
    (d) Materials available
    (e) Personnel
    (f) Interdisciplinary opportunities
  3. The classroom teacher is responsible for presenting the instructional material. Various approaches are encouraged as the suggested units are taught at the secondary level.

Organizational Approaches

A. Team Teaching
   1. Combine several classes together to utilize teacher strengths. Combinations may be coed and vary in a range of abilities.
   2. Large group presentations can be made as films, lectures, etc, are introduced, discussed, and summarized.
   3. Small groups can use the following methods:
      (a) Individual projects
      (b) Games
      (c) Debates and panels
      (d) Filmstrips and slides
      (e) Discussions
      (f) Questions and answers

B. Learning Centers
   1. Identify the basic learnings to be taught in the unit.
   2. Divide learnings into centers (ex. drugs could be categorized into stimulants, depressants, and hallucinogens. Centers 1-6 may be dealing with just stimulants and could include these types of activities: puzzles, research materials, filmstrips, tape recordings, etc.).
   3. Procedure for students participating in centers
      (a) A number of stations may be required, others optional
      (b) Contract learning could be used to allow for individual needs
      (c) A check list may be used at each center to indicate enrollment and progress
      (d) The student could maintain a notebook pertaining to each center's activity
      (e) At the completion of the total unit, a general written test may be given
   4. Rotation of students
      (a) Completely flexible, students move as center is completed
      (b) Daily rotation of students from center to center
      (c) Block rotation, either time or subject
      (d) At any given time, a general session of the class could be called and centers discontinued for that specific period of time

C. Pre-Knowledge Test
   1. Questions are compiled pertaining to a specific unit
   2. A test is given to determine the scope and extent of the student's knowledge
   3. Utilizing the results the unit is then planned to meet the needs of the students

D. Student Oriented Program
   The students:
   1. Plan what will be taught
   2. Plan how the unit will be taught
   3. Carry out plans
   4. Evaluate

E. Body Systems Robot
   1. A robot is constructed using boxes to denote the head and torso.
   2. As a specific topic is studied, the students begin to build the robot.

3. Organs may be drawn and cut to be applied to the structure.
4. An explanatory tape made by students containing information on each organ and its function will be placed inside the robot (i.e. "I am Joe's liver..")
5. The robot through tape recordings can be responsible for evaluating procedures.
6. The robot can be accident prone and susceptible to diseases.
7. Dramazatitions could be used in conjunction with the robot.

F. The Wonderful Human Machine

Evaluation

The following list of evaluative methods may be applicable to any of the models in the health education curriculum. Teachers may wish to pre-test by referring to specific evaluations from each unit.

Subjective
- Written autobiographies
- Daily logs
- Anecdotal records
- Oral presentations and discussions
- Oral questions and answers
- Notebook
- Essays and research topics
- Individual and group projects
- Exhibits and displays
- Case studies
- Study sheets
- Teacher records and interviews

Objective
- Pre-test
- Standarized test
- Textbook tests
- Written tests
- Specific questions and answers
- Evaluative games

CURRENT YOUTH PROBLEMS
Level 9

This unit has been designed to further develop basic health knowledge and meet the individual needs of each student emotionally, physically, and socially as he or she relates to self and society through the study of current youth problems--diseases, individual awareness, family and social relationship, mental and emotional development, drugs, alcohol, vandalism, shoplifting, and other problems in society. Services offered by community agencies are included.

It is recommended that this unit be instructed in two 15-day blocks.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Personality	Develop desirable feelings of appreciation through understanding and interpretation of own physical, mental, emotional, and social growth.	Have students list personality traits. Have students analyze the personality characteristics that make them different from a close friend.
Heredity and environment contribute to physical, emotional, and social growth.	Relate the influence environment and heredity have on physical, emotional, and social growth.	Have students discuss the influence friends, family, church, and community have on their growth--physical, emotional, and social.
II. Understanding of Emotional Growth	Compare the relationship of the emotions love, hate, and fear and how these are experienced when relating to self, family, and environment.	Have a social worker visit the classroom to discuss emotional growth. Show a film.
A. Learn to understand emotional conflicts and mental illnesses.	Define and differentiate between emotional conflicts and mental illness.	Have students list and evaluate present methods of treatment for mental illness. Example: drugs, therapy, psychoanalysis.
	Describe treatment methods for mental illness.	Have speakers from local mental health institute visit the classroom and explain the success of the program.
B. Methods of resolving emotional conflicts 1. Recognition Confrontation Compromise	Formulate desirable methods of dealing with emotional conflicts.	Have students list acceptable methods of dealing with emotional conflicts.
2. Mental mechanisms used in resolving emotional conflicts Attention-getting Compensation Conversion Displaced aggression Displacement Fantasy Identification Idealization	Describe various mental mechanisms used to deal with emotions.	Have students role-play the various mental mechanisms. Have students give examples of mental mechanisms they recognize that they themselves employ in resolving their emotional conflicts.

REFERENCES

Health Education Guide, Morris Barrett, M. P. H., Image Publishing Company, 1971, $10

The Science of Health, Guild, Fuiz, Bojar, Prentice-Hall, 1969

Modern Health, Otto, Julian, Tether, Holt, Rinehart and Winston, 1971

Approaching Adulthood, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610

Methods Handbook for Health Education, Phyllis Ensor - Richard K. Means, Allyn-Bacon Publishers, 1971

Some Things You Should Know About Mental and Emotional Illness, Northern Virginia Mental Health Association, 3260 Wilson Boulevard, Arlington, Virginia

It is recommended that all films be previewed prior to showing to any group.

Films

David and Lisa, #02509, Instructional Media Center
Fight or Flight, #02874, Instructional Media Center
End of Summer, #02851, Instructional Media Center
Going Steady, #00282, Instructional Media Center
Teenage Pregnancy, #00286, Instructional Media Center
Marriage-What Kind For You?, #03121, Instructional Media Center
Moment of Decision, #02432, Instructional Media Center
Nobody Waved Goodbye, #00200, Instructional Media Center
Never A Bride, #00307, Instructional Media Center
Family Problems, #00179, Instructional Media Center
There's A Message in Every Bottle, #03151, Instructional Media Center
Steve and Kathy, #00206, Instructional Media Center
Love-Growth, #00196, Instructional Media Center
No Reason to Stay, #02434, Instructional Media Center

EVALUATION

Has developed desirable feelings of appreciation for self and other persons through understanding of emotional, physical, mental, and social growth.

Can relate the influence that environment and heredity have on growth--physical, emotional, and social.

Can describe the many phases of love and how each are experienced through life.

Can identify basic emotional needs necessary for secure feelings.

Can compare the relationship of basic emotions and how they are used in relating to the family and environment.

Can define mental conflict and mental illness.

Can describe current methods for treatment of mental illness.

Can describe various mental mechanisms used to deal with emotional conflicts.

Can describe and demonstrate the mental mechanisms students as individuals employ in dealing with emotional conflicts.

Can relate the mental mechanisms that others employ in dealing with their emotional conflicts.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Projection Rationalization Regression Repression Self-pity Sublimation Withdrawal		
3. "Unwise" decisions in resolving emotional conflicts affect many persons besides the individual.	Describe the consequences to society of implementation of unwise decisions dealing with emotional conflicts.	Have students list unacceptable methods of dealing with emotional conflicts.
Unwise decision: truancy absenteeism; running away; suicide; shoplifting; vandalism; marriage; pregnancy; communal living; drugs; alcohol.		Have students discuss the effects that truancy, absenteeism, running away, and suicide have on friends, family, and the community. Have students discuss youth's concept of communal living. Example: structure, strengths, weaknesses.
Drugs and alcohol when used to resolve emotional conflicts may affect the individual's physical, emotional, and social growth. Note: It is recommended that a pretest be administered to the students to measure the depth of instruction that is necessary at this grade level. Consumer Drugs and Alcohol--this material has been included as a teacher resource. If more material is required, refer to the Fairfax County Public Schools Drug Education Curriculum Guide.		Have students role-play a home situation where one or more "unwise decisions" have been implemented. How can the family adjust to the situation? Have students discuss the subject of pregnancy as an escape mechanism. Have students discuss the alternatives for dealing with pregnancy: forced marriage; abortion; adoption; other. Have students discuss the need for counseling before and after a decision is made concerning pregnancy.

REFERENCES	EVALUATION
Teenagers Beware--Shoplifting is Stealing, National Retail Merchants Association, Operations Division, 100 West 31 Street, New York, New York 10001 The Alcoholic American Adolescence for Adults, National Association of Blue Shield, 550 - 12th Street, S. W., Washington, D. C. Alcohol--Questions and Answer, #437-843 Drug Education Curriculum Guide, Grades K-12, Fairfax County Public Schools, Department of Instructional Services, Division of Curriculum Services, Fairfax, Virginia 22030 U. S. Government Printing Office You Think You Have Problems, #408-362 Thinking About Drinking, #267-917 Youth and the Alcoholic Parent, Facts About Ala-Teen, Alcoholics Anonymous, General Services Office of A. A., Box 459, Grand Central Station, New York, New York 10017 The following books are a series published by Canfield Press, 1971, authored by Jones, Shainberg, Byer. The Human Body Drugs, Alcohol and Tobacco Emotional and Neurological Health Environmental Health Problems of American Society Series, Pocket Books, New York Air and Water Pollution The Traffic Jam	Can describe how the consequences through implementation of undesirable decisions dealing with emotional conflicts will affect the individual and society.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have the school health nurse provide information to the services offered with regard to pregnancy counseling. Have students discuss the problem of an unmarried girl with a child: financial responsibility; emotional and physical needs for the child; social acceptance. Have students discuss the subject of marriage as an escape mechanism; strengths, weaknesses. Have several students research the divorce rate among young marrieds under 20 over the last five years. Have students research the battered child syndrome. Show film (see film list). Use pamphlets, booklets and magazines to assign reports. Have students discuss the effect that drugs and alcohol have on friends, family and the community.
III. Favorable attitudes toward disease prevention contribute to physical, emotional, and social growth. A. Diseases of Concern to Youth B. Effects of Disease 1. Loss of time 2. Confinement 3. Financial costs 4. Physical disability	Identify diseases prevalent during the teenage years and their consequences on physical and emotional growth.	Have students research diseases which may be of concern to them at this age: source; symptoms; effects; prevention; treatment. Have students discuss how good health contributes to good physical and mental health and the consequences of poor health during this phase of their life.

REFERENCES	EVALUATION
What You Should Know About VD, The Benjamin Company, Inc., 485 Madison Avenue, New York, New York 10022	Can identify diseases prevalent among youth and the effect they have on their emotional growth.
Do You Know About the Most Commonly Reported Communicable Disease?, Pfizer, Inc., Laboratories Division, New York, New York 10017	Can compare the advantages of good health and the disadvantages of poor health and how each affects physical, emotional, and social growth.
The Human Body in Health and Disease, Memmler and Rada, Lippincott, 1970	
Tune in to Health, Felice and Carolan, College Entrance Book Company, 1971	
U. S. Government Printing Office	
About Syphilis and Gonorrhea, #84	

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
C. Activities may contribute to physical, emotional, and social growth. 1. Sports 2. Clubs 3. Hobbies	Explain the importance of activities and the contribution they make towards physical, emotional, and social growth.	Have the student activities director and representative of student government present a program concerning activities offered in the school. Have students discuss why activities such as sports, clubs, hobbies, etc., are important to physical, emotional, and social growth.
IV. Resource Persons Friend Parent Teacher School counselor Clergy Social worker Psychologist Psychiatrist Physician	Identify persons who are available to help resolve emotional conflicts.	Have speakers from local police department present a program concerning unwise decisions and the dangers involved in (hitchhiking, drag racing, vandalism, shoplifting, drug and alcohol use, known areas of danger, etc.). Have a representative from county social services present a program concerning child abuse, foster care, unmarried mothers, and other available services with regard to youth problems. Have a physician or clergyman visit the class and explain the services offered by their offices with regard to youth problems. Have speakers from local drug treatment centers present a program concerning function of centers and services available. Have speakers from Alcoholics Anonymous present a program concerning function of program. Stress function of Ala-Teen and Ala-Non organizations.

REFERENCES

Community Agencies

- Fairfax County Police Department Community Relations
- Fairfax County Public Health Department
- Alcoholics Anonymous
- Mental Health Facilities
  - Northern Virginia Mental Health Institute
  - Fairfax-Falls Church Mental Health Center
  - South County Center
  - North County Center
- Crossroads
- The Child and Family Institute, Pastoral Counseling and Consultation, Centers of Greater Washington, 3000 Connecticut Avenue, Washington, D. C. 20008

EVALUATION

Can explain the contribution that activities make towards fulfilling emotional needs.

Can form desirable methods for dealing with emotional conflicts.

Can name various persons who might avail themselves to assist in resolving their emotional conflicts.

Can name and give functions of the community agencies that avail themselves to youth and their emotional conflicts.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Arrange a visit by several members of the class to visit several mental health centers and evaluate the services available. Have a guidance counselor present a program concerning youth problems and the service available in the school. Have a school health nurse present a program concerning school and community health problems.

REFERENCES	EVALUATION

PHYSICAL FITNESS AND CONDITIONING
Level 9

This unit will develop a knowledge of why physical fitness is important to today's youth. The student will:

1. Identify the criteria for being physically fit
2. Define the various physical fitness programs
3. Construct a plan of suitable pre-activity for prevention of bodily injuries during participation
4. Explain the importance of participating in purposeful leisure-time activities

PHYSICAL FITNESS AND CONDITIONING
Level 9

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Physical Fitness A. Definition of physical fitness: the condition of the body as measured by strength, stamina, and flexibility tests. Modern Health, page 104, Teacher's Guide.	Develop a criteria for maintaining proper physical fitness.	Have students define the term "physical fitness" and tell what it means to them.
B. Ingredients necessary for being physically fit 1. Proper nutrition 2. Adequate rest 3. Proper amount of exercise 4. Correct posture	Develop a plan of suitable pre-activity exercises to prevent bodily injuries during participation.	Discuss the importance of proper nutrition as it relates to physical fitness. Discuss the importance of adequate amounts of rest in relation to age, physical condition, and energy expended. Discuss the amount of exercise in relation to the physiological needs of different age groups: baby, child, adolescent, and adult. Compare the conditioning routine of the varsity athlete to that of the typical physical education student. Discuss the importance of good posture as it relates to physical fitness.
C. Importance of keeping physically fit.	Identify the effects and benefits of physical fitness.	
D. Fitness programs and tests 1. AAHPER Youth Fitness Test 2. President's Fitness Award Program 3. President's Council on Physical Fitness 4. The National Football League Guide to Physical Fitness 5. The Royal Canadian Air Force 5 BX Plan and 10 BX Plan 6. Aerobics	Define the various physical fitness programs and tests and compare the value of each.	Research and discuss various physical fitness programs and tests.

REFERENCES

Health Education Guide, 7-12, Health and Physical Education Department, State Department of Education, Richmond, Virginia 23216

Your Health and Safety, Thomas Lawrence, Alice Schriver, Douglas Powers, and Lois Vorhaus, Harcourt, Brace and Jovanovich, Inc., New York, New York 1969

Modern Health, James Otto, Cloyd Julian, and J. Edward Tether, Holt, Rinehart and Winston, Inc., New York, New York, 1971

Physical Education Program of Studies, Fairfax County Public Schools, Fairfax, Virginia

AAHPER Youth Fitness Test Manual, NEA, Washington, D. C., 1965

Aerobics, Kenneth Cooper, Bantam Books, New York, New York, 1968

The NFL Guide to Physical Fitness, edited by Richard Pickens, Random House, New York, New York, 1965

The Royal Canadian Air Force 5 BX Plan for Physical Fitness, Ottawa, 1962

EVALUATION

- Develop a criteria for maintaining proper physical fitness.

Identify the needs for balance of rest, proper nutrition, and exercise for being physically fit.

Develop a plan of suitable pre-activity exercises to prevent injuries during participation in activities.

Identify the effects and benefits of physical fitness.

Define the various physical fitness programs and tests.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
E. Worthy use of leisure time	Explain the purpose and value of leisure-time activities.	Discuss the term "leisure time" as it relates to worthy use of time. Discuss the value of having a hobby.
1. Importance of hobbies	Explain various types of hobbies and their values.	Have students make a list of types of hobbies in which they participate.
2. Participation in lifetime sports to deter sedentary living practices	Explain the importance of participation in purposeful leisure time activities as they relate to physical and mental health.	Discuss lifetime sports. List and discuss why a sport could be considered a lifetime sports activity. Discuss the importance of participation in lifetime sports. What benefits may be derived from participation? Compare the advantages and disadvantages of team participation and individual participation.
F. Sports and recreational opportunities as a part of the total school program 1. Physical education class 2. Intramural program 3. Extramural program	Describe the opportunities given in school at the different levels and the advancement of individual skills.	Discuss the importance of all these levels of participation: physical education class, intramural program, and extramural program. Conduct a survey to determine student interest in the intramural program.
II. Safety in Sports A. Stress the importance of safety in sports	Describe the function of basic fundamental skills before mass participation.	Discuss the reason for developing basic fundamental skills in a sport before mass participation in an activity. Discuss the necessity of safety rules in controlling participants' conduct in the various sports facilities (locker room, gymnasium, outside play area).

REFERENCES	EVALUATION
	Explain the purpose and value of leisure-time activities.
	Explain various types of hobbies and their values.
	Explain the importance of participation in purposeful leisure time activity.
	Compare the advantages and disadvantages between team and individual participations.
	Describe the different levels for the advancement of individual skills.
	Describe the functions of basic fundamental skills before mass participation.
	List types of accidents that result from horseplay in sports.
	Give examples of the different playing surfaces and how they relate to physical injuries.
	Identify the hazards that are common in a play area.
	Give examples of the various types of safety equipment used in sports.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students make posters illustrating safety in sports. Place posters on bulletin boards around the building.
1. Ability to recognize potential hazards of sports activities	Give examples of the different playing surfaces and how they relate to physical injuries.	Discuss or compare different playing surface as to modern vs conventional as they relate to physical injuries. Tartan vs wood vs tile vs grassy turf.
2. Importance of safe equipment and play areas	Give examples of the various types of safety equipment used in sports.	Have students list protective equipment for the various sports and discuss reasons for its use.
	Identify the hazards that are common in a play area--indoor and outdoor.	Have students prepare a sample checklist for possible safety hazards. (Example: holes in play area, movable equipment, standards not substantial.)
B. Effects of substances used to improve performance 1. Drugs 2. Steroids	Identify drugs and steroids and the effect they have on a person's performance pro and con.	Discuss the use of drugs (amphetamines) to improve a person's performance.
		Discuss the pain of killing drugs as it relates to enabling the injured athlete to participate.
		Research and discuss previous Olympic Games reports as to the effects of drugs in certain events.
		Research and discuss the use of steroids by athletes to increase body bulk and improve performance.
C. Importance of safety precautions in water sports	Demonstrate and explain safety precautions needed in water sports.	Have the students survey the condition of equipment in their own school.
		Divide the class into groups and let them demonstrate and explain the dos and dont's of safety in water sports.

REFERENCES

Red Cross Programs
    Water Safety-Swimming
    Small Craft and Water Safety
    Standard First Aid
    C.P.R. (Cardiac-Pulmonary-Resuscitation)

EVALUATION

Identify drugs and steroids and the effect they have on a persons performance.

Demonstrate and explain safety precautions needed in water sports.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students prepare a list of safety rules for swimming pools.
		Discuss safe methods of helping a swimmer in distress.
		Discuss the danger of swimming when fatiqued.
		Discuss the danger of swimming alone.
		Discuss panic, exhaustion, cramps, and water currents as they relate to water safety.
		Discuss the importance of having and using a check list of safety equipment before boating and/or water skiing.
		Discuss the use of the boat, tow rope, and skis in water skiing.
		Discuss the appropriate action to take in the event the boat overturns.
		Have students research the local laws pertaining to building, maintaining, and utilizing the home swimming pool.
		Have students review methods of administering artificial respiration.
		Have students compile a list of safety rules and regulations to be displayed at the home swimming pool.

EVALUATION

REFERENCES

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Invite a representative from a local swimming pool to talk to the class concerning water safety. Discuss the comparison of swimming in a pool or lake with swimming at a beach.
D. Importance of safety precautions in winter sports	Identify proper safety procedures needed in all types of winter sports.	Have students prepare a checklist for safety in winter sports. Discuss the need for checking the ice before ice skating. Discuss ways to block off neighborhood areas for sledding and/or skiing. Discuss proper safety procedures for aiding a person who has fallen through the ice. Discuss the necessity for making a preliminary safety check of the area to be used for winter sports. Have students conduct a survey of the available areas in the neighborhood for use in winter sports.
E. Importance of safety precautions in recreational activities	Illustrate and explain safety methods needed in recreational activities (cycling, horseshoes, riflery).	Have the students participate in a poster and/or slogan contest for safety in recreational activities (cycling, badminton, horseshoes, tennis, riflery). Have students list and discuss some common mistakes cyclists may make that may result in accidents. Discuss the relationship of cycling safety to automobile safety.

EVALUATION

REFERENCES

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	Identify the dangers in the use of firearms.	Have students demonstrate the proper handling of firearms. Have students list and discuss rules for safety in hunting. Invite a local game warden to speak to the class concerning state and local laws pertaining to firearms and hunting.
III. Athletic Injuries A. Emphasis on prevention, not treatment	Formulate a plan that will be used on the prevention of athletic injuries rather than a plan for treatment of injuries.	Have students list and discuss reasons why and how athletic injuries occur. Have students analyze some common athletic injuries as to cause and possible extent of the injury. Discuss reason for requiring a physical examination before participation in athletics so as to reduce the possibility of injury or permanent disability. Discuss the necessity of proper conditioning prior to extensive participation in a particular sports activity. Discuss the necessity of a proper warm-up or exercise period prior to active participation.
B. Weather conditions as they relate to participation	List the various weather conditions and the possible injuries that can occur in specific sports.	Discuss the relationship of weather conditions to possible injury in certain sports (wet field or slippery surface, cold weather, hot weather). Discuss the dangers of excessive perspiration in hot weather.

REFERENCES	EVALUATION
	Identify the dangers in the use of firearms. List the various weather conditions and the possible injuries that can occur.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
C. Post-injury problems	Describe the effects that post-injury will have on an individual and his/her life.	Discuss effects on the individual of injury (social and psychological implications, time and work loss). Discuss the possible effects that loss of time due to an injury can have on school work.

REFERENCES	EVALUATION
	Describe the effects that post-injuries will have on an individual and his/her position in life.

CONSUMER HEALTH EDUCATION
Level 9

This unit has been developed to provide knowledge for the students to help them make wise decisions in the marketplace with regard to buying and selling practices, body nutritional requirements, product safety, self-diagnosis and self-medication, health and medical protection, health services, protective agencies and the consumer rights and responsibilities in the marketplace.

Material pertaining to the fundamentals of finance has been included in the eleventh and twelfth elective section. It is recommended that inquiry be made through economics, social studies, business education and home economics as to the necessity for this material to be offered at this level through health education.

The material in these units should be made relevant to meet the current and future needs of the student.

CONSUMER HEALTH EDUCATION
Level 9

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. An individual should possess knowledge and skills to make wise decisions in buying products and obtaining services A. Historical changes of the marketplace B. Production techniques C. Marketing techniques D. Selling practices E. False claims or mistaken beliefs F. Nutrition education G. Packaging, open dating, unit pricing, labeling H. Name brand vs store brand I. Gimmicks of producers and retailers	Develop knowledge of the marketplace necessary for formulating wise decisions in buying products and obtaining services.	Have students work in small groups to discuss the following questions: How has the American family changed in the last two decades? How have the changes affected the consumer's market? How has the marketplace changed in the last two decades? How have the changes in transportation affected the marketplace? How has the change in import-export laws contributed to change in the marketplace? Have students discuss production and marketing techniques and the effect they have on the consumer. Example: mass production and large business vs. small business, advertising and merchandising. Have students compile a list of fallacies in regard to food; e.g., breakfast of champions, and drink milk and live longer. Have students discuss the importance of nutrition education vs. advertising of food products. Have students discuss deceptive practices in the marketplace. Example: "bait and switch," slack-fill packaging, phony repair services, fraudalent home improvements. Have students list known food products which may contain substances harmful to the body.

REFERENCES

Consumer Health, Kenneth L. Jones, Louise W. Shainberg, Canfield Press, San Francisco, 1971

U. S. Government Printing Office, Washington, D. C. 20402

We Want You to Know What We Know About Prescription Drugs, #1712-00169

F.D.A. Fact Sheet
  Self Medication, #933-946
  Aspirin, #931-047
  How the Consumer Can Report to F.D.A., #931-338
  Hexochlorophene, #73-8500
  Quackery, #7700-090
  Danger of Flammability, #1701-0043
  Bureau of Product Safety, #516-817

Consumer Product Information, Washington, D. C. 20407, Free

Magazines, Newsletters and Bulletins

  Changing Times
  Consumer Reports
  Consumer's Digest
  Good Housekeeping
  Reader's Digest
  Parent's Magazine
  Consumer Bulletin

EVALUATION

Have developed knowledge necessary for making wise decisions in buying products and obtaining services.

Have developed knowledge of basic nutritional requirements for healthful selection of food products.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		How does the packaging and labeling of the product influence the consumer? What are some specific gimmicks implemented by the producer to sell the products? What are some specific gimmicks implemented by the retailer to influence the customer?
II. The consumer is an individual and may be influenced to buy products and obtain services based on many factors A. Socioeconomic influences B. Cultural influences C. Psychological influences D. Technological influences	Describe various factors which may influence an individual's buying practices.	Have students discuss the effect their social environment has on their buying practices. Have students discuss the effect their economic status has on their buying practices. Have the students discuss the effect credit cards have on buying practices. Have students discuss the ways peer pressure can influence buying practices. Have students discuss the importance of justifying buying practices--wants vs needs. Have a representative from the Better Business Bureau present a program concerning wise buying practices for any socioeconomic level. Have students discuss the relationship between basic emotional needs and growth in buying practices.

REFERENCES	EVALUATION
Federal Trade Commission Regional Office, 2120 L Street, N. W. Washington, D. C. 20037 Food and Drug Administration Distribution and Mailing Unit 200 C Street, S. W. Washington, D. C. 20204 Department of Agriculture Washington, D. C. 20250 National Bureau of Standards Washington, D. C. 20234 Office for Consumer Service Health, Education, and Welfare Washington, D. C. 20201	Can describe various factors which contribute to own buying practices. Can describe fraudulent practices employed and the effect it has on personal health and safety.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students list the ways technology influences the buying practices--new improved products, etc.
III. The individual should learn to recognize practices of misrepresentation of products and services A. Promotion of fraudulent products 1. Quick cure 2. Secret remedy 3. "New" treatment 4. Advance fee requested	Describe fraudulent practices employed by advertisers and producers, and the effect they have on the health and safety of the consumer.	Have students collect advertisements that are questionable as to the claims made. Example: copper bracelets for arthritis, baldness cures, weight control remedies.
	Give reasons why persons are easily influenced by fraudulent practices.	Have students discuss reasons why persons are easily duped by misrepresentation of products and services.
		Have students given examples of folklore remedies for treatment of illnesses.
B. Susceptibility to fraudulent practices 1. Ignorance 2. Folklore heritage and superstitions 3. Desperation or fear 4. Exhaustive efforts		Have students outline criteria for recognizing valid medical or dental service.
		Have a speaker from American Medical Association or Metropolitan Life Insurance Company present a program concerning awareness of misrepresentation of products and services.
		Have a speaker from the Chamber of Commerce present a program concerning awareness of misrepresentation of products and services.
		Have students research the function of the Food and Drug Administration and the effect it has on misrepresentation of products and services.
		Have students research the function of the Federal Trade Commission and the effect it has on misrepresentation of products and services.

EVALUATION

REFERENCES

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students discuss the dangers to physical health by succumbing to claims of cures for cancer, diets, etc.
IV. It is important to the health and safety of the individual to buy products and obtain services wisely A. Food B. Cosmetics C. Drugs D. Toys E. Clothing F. Wheeled vehicles G. Household furnishings and appliances	Name ways they can be assured of good health and safety when buying products.	Have students list and discuss specific ways their safety can be affected by unwise consumer buying practices.
		Have students relate actual experiences they know of where the health and safety of an individual was affected by unwise consumer practices.
		Have students list the possible dangers of self diagnosis and self medication with over-the-counter drugs and personal hygiene products.
		Have students check weekly with Round-The-Clock New Tips Service concerning food and drug safety. Have students research the significance of various seals of approval (example: Good Housekeeping Institute, Underwriters Laboratory, etc.).
		Have students research the importance of a satisfactory credit rating and the pros and cons of credit buying.
	Name specific agencies--state, local, and federal--that protect the consumer.	Have students discuss in small groups questions concerning wise decisions in buying.
		Have students research laws governing textile standards in regards to material flammability.

REFERENCES	EVALUATION
	Can describe the responsibilities that they as consumers have in the marketplace. Can name several consumer protection agencies which safeguard the health and safety of the individual. Can name several ways they can be assured of their health and safety being protected in product.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students discuss how the Truth and Lending Law protects the consumer. Have students list features necessary for safe toy selection. Have speaker from Bureau of Product Safety present a program concerning toy safety. Have students research the safety features necessary in two-wheeled vehicle selection. Example: mini-bike, motor bike, etc.
V. Through knowledge the individual learns the importance of health insurance and services	Develop basic knowledge of the various types of medical insurance protection available and the relative cost.	Have students report on various types of health, accident, life and liability insurance and list the benefits of each. Invite several persons from insurance companies to present a program on health insurance. Stress the importance of keeping insurance policies current to standard of living. Have speaker from Health, Education and Welfare Department present a program on Medicare and Medicaid.
	Identify medical specialists in medical practice and the function they perform.	Have students list as many medical specialists as they can and what the specialty concerns itself with. Example: podiatrist--feet.
	Describe the methods for obtaining medical services.	Have students discuss methods of obtaining medical services through medical personnel and facilities.

REFERENCES	EVALUATION
	Have developed basic knowledge of various types of medical insurance protection available. Can relate the various services available in nursing homes.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	Relate the services available in nursing homes.	Have students research the advantages and disadvantages found in nursing homes. Have students visit local nursing homes and answer these questions: Are they well staffed? Do they have long-term and short-term patient care? Are there state and local standards for nursing homes? Are there state and local health requirements for nursing homes?

EVALUATION

REFERENCES

Health Education 9-12
Section C
September 3, 1974

HEALTH OPPORTUNITIES
WORLD HEALTH
Level 9

This unit is developed to enlighten the student as to world health problems and the need for world standards. It will also emphasize how students as individuals are affected by these world health problems. The student will gain knowledge of the many contributions made by government and private agencies that provide better world health.

HEALTH OPPORTUNITIES
WORLD HEALTH
Level 9

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. In recent years more persons have become increasingly concerned with health problems around the world	Describe the purpose and function of the World Health Organization.	What is the function of the World Health Organization? What evidence is there that the World Health Organization has been successful in reaching its goal?
	Identify world health problems in regard to nutrition, disease, poverty, sanitation, and explain how these problems become the concern of all countries in the world.	Why is the U. S. concerned with disease problems in foreign countries? Have some students research and report on some problems that are a result of an imbalance in nature.
	Explain the functions of the Atomic Energy Commission and the National Bureau of Standards with regard to atomic radiation as it affects the healthful living conditions of the world.	Have students research the function of the Atomic Energy Commission and National Bureau of Standards in controlling radiation in the atmosphere around the world. Have students research the effects of nuclear radiation as it becomes a potential health problem around the world.
	Describe the purpose and function of Project Hope.	Have students research the purpose of Project Hope.
	Describe the purpose and function of the Peace Corps and identify the requirements necessary for participation in this program.	Have students research the Peace Corps as it relates to world health problems.
II. Modern methods of transportation and economic factors have provided opportunity for many persons to travel	Identify the problems that could confront a traveler in a foreign country regarding disease, sanitation, foods and safety.	Plan a four of a foreign country and precautions needed for such a trip.

REFERENCES

Books

Your Health and Safety, Harcourt, Brace and World
Modern Health, Holt, Rinehart and Winston

Films

Unseen Enemies, Instructional Media Center

Agencies

World Health Organization
Atomic Energy Commission
National Bureau of Standards
Department of Health, Education and Welfare
Project Care
Project Hope
Peace Corps
Fairfax County Health Department

EVALUATION

Identify the function of the World Health Organization.

Describe the world health problems relating to disease, sanitation and pollution, safety, and food production.

Explain the importance of government and private organizations and the contribution they make toward controlling world health programs.

Be able to develop a tour plan for safe world travel.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students research the health standards in these countries as to disease, sanitation and pollution, safety, and cultivation of foods that could present a problem to them while traveling. Have students research the function of the Immigration Department and the Bureau of Customs in regard to immunization, disease control, transportation of plants, food, animals, etc.

EVALUATION

REFERENCES

ENVIRONMENTAL HEALTH
Level 9

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Public health departments and health services are concerned with health problems of the individual and the environment	Identify the medical services available through the local, state, and national health departments.	Have students list six medical services provided by the local, state and national health departments. What factors do the following contribute to environmental health? Food and Drug Administration; U. S. Department of Agriculture; Federal Trade Commission; Health laboratories; National Institutes of Health; Department of Health; Department of Education
	Give examples of how the government is trying to solve the current problems of environmental health that are now affecting the area, state, nation and world.	Have students list six environmental programs carried on by health departments to help control pollution. Show film, Health--You and Your Helpers. Have students research the Fairfax County Health Department as to the function of the county health inspector.
	Describe the current health problems in the local area.	Have the school nurse visit the classroom and present a program concerning her function outside the school as a public health nurse. Have a staff member from the Health Department visit the classroom and discuss the following: communicable disease control; involvement with adequate housing; function of free clinics; current health problems in the area; air and water pollution control.
	Explain the Medicare and Medicaid programs.	Have students discuss the Medicare and Medicaid programs.

REFERENCES

Government Agencies

Food and Drug Administration
Atomic Energy Commission
U. S. Department of Agriculture
Federal Trade Commission
National Bureau of Standards
Department of Health, Education and Welfare
National Institutes of Health
National Health Council
Fairfax County Health Department
Fairfax County Public Schools
Virginia State Department of Health

Groups That Can Help; U. S. Environmental Protection Agency,
Office of Public Affairs, Washington, D. C. 20460.

Film

You and Your Helpers

EVALUATION

Identify the medical services available through the local, state, and national health departments.

Give examples of how the government is attempting to solve the current problems of environmental health.

Describe the current health problems in the local area.

Explain the Medicare and Medicaid programs.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students discuss the problems of old age including facilities available for boarding nursing patients.
	Name five volunteer organizations that contribute to the better understanding of environmental health problems.	Have students discuss and research the purpose of volunteer health organizations as they deal with environmental health problems. Examples: Red Cross, Cancer Association, Heart Association, Tuberculosis, and Respiratory Disease Association.

REFERENCES	EVALUATION
Volunteer Health Agencies Cancer Society Heart Association Lung Association Red Cross **Books** Your Health and Safety, Harcourt, Brace and World Modern Health, Holt, Rinehart and Winston Human Ecology and Health, Edward S. Rogers, Macmillan, N.Y. Personal and Community Health, C. E. Turner, C. V. Mosby Company, St. Louis	Name the volunteer organizations that contribute to environmental health programs.

HEALTH CAREERS
Level 9

The purpose of this unit is to assist the students in becoming aware of the many career opportunities that exist in the field of health. The present shortage of qualified personnel and the great need of both men and women offer numerous opportunities. The students should learn how the many people working in several areas of health contribute to the overall health of the community and the nation.

HEALTH CAREERS
Level 9

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Need A. Shortage of personnel	Identify the need and importance of more qualified people in health careers.	Have a health resource person discuss with the students the various opportunities which are available in the area of health.
B. Job opportunities more abundant as health knowledge expands	Describe the numerous areas in which health opportunities may become more prevalent in the future.	Have a career counselor from a local high school come and discuss the possible job opportunities in the area of health.
C. Job opportunities in every country in the area of health		Discuss with the students the health problems which can occur as a result of increase in population.
D. Increase in population		
E. New health problems created as society continues to cause an imbalance in nature	Identify individuals who have contributed to the field of health careers.	Have students list men and women who have contributed to the field of health careers.
F. Demand greater than supply		Have students discuss how a health career can be challenging and satisfying.
II. Importance A. Need for both men and women, e.g., male and female nurses	Comapre the various health careers and world-wide opportunities they offer.	Have each student choose a health career from a prepared list of opportunities and report on the following: job description; educational preparation; salary range; specific locations of jobs available.
B. Willingness to serve, dedication to serving others		Have students write to local, state and national health organizations to obtain up-to-date information on health opportunities.
C. Advancement opportunities		
D. Salaries comparable to those in other professions	List the personal requirements and qualifications needed in the various health careers.	Have students prepare a sample checklist of personal job qualifications.
E. Variety of vocational choices		Divide class into small groups and designate one student as the employer to interview other members of the group.
F. Stability of vocation		Collect pamphlets and other materials relating to health fields.

REFERENCES

Books

Health Education Grades 7-12, Health and Physical Education Guide, State Department of Education, Richmond, Virginia 23216, pp. 344-352

Your Health and Safety, Lawrence, Schriver, Powers, Vorhous; Harcourt, Brace and Jovanovich, Inc., New York, Chapter 31, p. 548

Modern Health, Otto, Julian, Tether; Holt, Rinehart and Winston, New York, pp.548-551

Living in Safety and Health, Jones, Wright, and Behler, J. P. Lippincott Co., New York, pp. 443-446

Pamphlets

Public Health Services, Fairfax County Health Department, 1972

Virginia Health Careers, Virginia Council on Health and Medical Care, P. O. Box 12363, Central Station, Richmond, Virginia 23241

American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610

American Association for Health, Physical Education and Recreation, 1201 - 16th Street, N. W., Washington, D. C. 20036

Health Careers Council of Illinois, Wrigley Building, 400 North Michigan Avenue, Chicago, Illinois 60611

EVALUATION

Discuss the need for more qualified people in health careers.

Describe the numerous areas in which health careers may become more prevalent in the future.

Name men and women who have contributed to the field of health careers.

Compare the various health careers and the world-wide opportunities that are offered.

List the personal requirements and qualifications needed in various health careers.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
III. Opportunities		
A. Well over 150 opportunities available; as science progresses, more will be available		
B. Job locations unlimited (throughout the world)		
C. Public service for welfare of people		
D. Being a member of a necessary team		
E. Traveling opportunities		
IV. Academic preparation and personal qualifications		
A. Dependent on job classification		
B. Range--high school diploma to more than four years of college		
C. Ability to work well with others		
D. Consideration for others and their health needs		
E. Keeping abreast of current knowledge in their field		
F. Desirable health habits		
F. Pleasant personality and keen sense of humor		

REFERENCES	EVALUATION

DRIVER EDUCATION
Level 10

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
See: Fairfax County Public Schools, Program of Studies, Driver Education To assist students in gaining a working knowledge of driver and traffic safety education	Identify the needed concepts, skills and attitudes of good driving. Achieve and formulate worthwhile goals relating to driver education and good citizenship. Solve problems pertaining specifically to driver education and the environment. Identify the controls of local, state, and national government on driver education. Identify the problems relating specifically to the use of medications and the abuse of alcohol and other drugs in driver education and traffic safety.	As suggested by the Program of Studies, Fairfax County Public Schools.

REFERENCES	EVALUATION
A Resource Curriculum in Driver and Traffic Safety Education, Automotive Safety Foundation, 1200 18th Street, N. W., Washington, D. C. 20036, 1970	Successfully pass the required written test of the Division of Motor Vehicles to gain learner's permit.
Curriculum Guide for Driver Education, Department of Instructional Services, Division of Curriculum Services, Driver Education, Fairfax County Public Schools	Earn the priviledge to take the required "behind-the-wheel" course in order for the student to attempt to obtain operator's license.
	See: Fairfax County Public Schools, Program of Studies, Driver Education.

PERSONAL AND FAMILY SURVIVAL
FIRST AID
Level 10

Health Education 9-12
Section C
September 3, 1974

The purpose of this unit is to make the student aware of the value of first aid training. It is understood that accidents occur less frequently among people with this type of training. This unit will stress prevention, and knowledge of serious injuries and proper first aid methods.

The unit is based on the utilization of the Red Cross Basic First Aid Books.

PERSONAL AND FAMILY SURVIVAL
FIRST AID
Level 10

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Definition of First Aid Value to: 1. Self 2. Others 3. Civil defense 4. Foster safety	Identify the values of first aid.	Discuss the value of first aid training. View filmstrips from the Media Center or Red Cross on first aid training.
II. General Directions of First Aid	Give the proper procedures for giving first aid to a person needing assistance.	Discuss the dangers of a first aider trying to do too much for an injured victim of an accident.
III. Definition of a Wound A. Major types of wounds B. Special types of wounds	Identify the different types of wounds and explain each and the protection needed from contamination or infections.	Practice first aid procedures for each type of wound and the care needed for each.
IV. Dressing and Bandages	Describe the different types of dressing and bandages and the purpose of each.	Practice the various first aid skills in applying dressings and bandages.
V. Definition of Shock	Identify the causes, dangers, signs and symptoms of shock.	View a film on first aid for shock.
	Describe the methods of prevention and care for a person near or in shock.	Practice first aid procedures for assisting a victim near or in shock.
VI. Definition of Artificial Respiration	Demonstrate the administration of artificial respiration.	Practice the skills of applying artificial respiration (Red Cross Resust Ann). Film, First Aid - Resuscitation, #00938, Instructional Media Center. Explain various conditions where artificial respiration is used. Have the students dramatize various situations which require rescue and artificial respiration.

REFERENCES

American National Red Cross - Fairfax County Chapter
Basic First Aid Instructional Charts, FCIN 9049 001 001
Basic First Aid Textbooks, 1-4, FCIN 9049 001 005
Basic First Aid Answer Sheet for Broken Bones (teacher use) FCIN 9049 001 006

Teachers desiring further training in first aid may call the Fairfax County Chapter, American Red Cross, at 273-1820.

EVALUATION

Identify the value of first aid.

Give the proper procedures for giving first aid to a victim needing assistance.

Identify the different types of wounds.

Describe the different types of dressing and bandages.

Identify the causes, dangers, signs and symptoms of shock.

Demonstrate artifical respiration.

Explain the causes, preventions, symptoms, and first aid for poisoning.

Define and differentiate between a fracture, sprain, and dislocation.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Invite a local rescue squad to visit class and demonstrate various methods of artificial respiration.
VII. Poisoning	Explain the causes, prevention, symptoms, and first aid for poisoning.	Make a list of common poisons found in the home. Have students make posters and bulletin boards on different poisons.
VIII. Injuries to Bones, Muscles, and Joints	Define and differentiate each term: fracture, sprain, strain, dislocation.	Discuss proper first aid procedures and what could happen if not handled properly.
	Explain causes, prevention, symptoms and signs, and the first aid to be given a victim with an injury to a bone, muscles, and joint.	Have the students practice applying splints. Have students practice applying ankle wraps, slings, wraps, etc.
	Identify the signs and symptoms and first aid given for the individual with a head injury.	
IX. Definition of Burns	Give the classification of and the degree of burns.	Make drawings to illustrate the different degrees of burns. Make a list of various home chemicals that can be dangerous and cause serious burns.
X. Transportation Methods	Describe various methods of transportation for an injured person.	Practice the skills of transporting a victim in need of first aid.

REFERENCES	EVALUATION
	Give the classifications and degrees of a burn. Describe various methods of transportation of an injured person. Earn the Red Cross Card indicating successful passing of the basic course.

PERSONAL AND FAMILY SURVIVAL
MEDICAL SELF-HELP
Level 10

Health Education 9-12
Section C
September 3, 1974

This unit is developed for both individuals and families and includes preparing measures for dealing with national defense as well as family emergencies. It will cover a wide range of topics from nuclear fallout to treating a toothache. The purpose of the unit is aimed at helping to alleviate suffering and sustain life.

PERSONAL AND FAMILY SURVIVAL
MEDICAL SELF-HELP
Level 10

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Definition of Medical Self-Help	Identify the values of medical self-help.	Make a list of areas where medical self-help is used.
II. Healthful Living in Emergencies A. Water	Identify methods to store water that can be obtainable during an emergency.	Make a list of several methods to purify water.
B. Food	Plan a 2-week supply of food that should be on hand at all times.	Discuss methods of storing foods and determining how to be sure they would be safe to eat.
C. Emergency sanitation	Explain how sewage, garbage, and rubbish can be safely disposed of in an emergency.	List a supply of sanitation needs in an emergency period.
III. Nursing Care of Sick and Injured	Construct a list of general procedures for taking care of a person sick at home.	Discuss how to help the elderly; the helpless persons who stay in bed; and those who are temporarily sick or injured.
	List the common home illnesses.	Give the dos and don'ts for common home illnesses.
IV. Medical and First Aid Supplies	Plan the contents of a first aid kit for camp, car, and home.	If possible have the students plan and make up a usable kit for the home.
		List other emergency supplies that would be helpful in an emergency.
		Explain the content differences between a first aid kit for camping, car, and home.
		Check with the school nurse as to what types of emergency supplies are in the clinic.

REFERENCES

Family Guide Emergency Health Care, Revised 1967, U. S. Department of Health, Education and Welfare

Personal and Family Survival, Civil Defense Adult Education Course, Revised 1966, Department of Defense/Office of Civil Defense

Personal and Family Survival, Health and Physical Education, State Department of Education, Richmond, Virginia 23216, October 1972

EVALUATION

Identify the values of medical self-help.

List three methods for storing water for an emergency.

Give two examples of ways to purify water.

Name five foods that should be on hand at all times in case of an emergency.

Make a list of sanitation needs in an emergency.

List three general procedures for taking care of a person ill or injured in the home.

List 10 common home illnesses and how to handle each.

List supplies needed for a home first aid kit and other helpful emergency equipment or supplies.

Health Education 9-12
Section C
September 3, 1974

COPING WITH DISASTER
Level 10

This unit is designed to help the student to recognize the acts and forces of nature which may cause a disaster. Learning experiences are provided for students to enable them to protect themselves and their families and to give assistance to others should a disaster occur in the home or community. The student will become aware of community organizations that offer assistance during emergencies.

Health Education 9-12
Section C
September 3, 1974

COPING WITH DISASTER
Level 10

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Definition of disaster: A sudden or great misfortune bringing with it destruction of life and/or property	Identify basic techniques necessary for survival in a major disaster.	Have students define disaster and discuss the implications caused by one. Discuss how the students can protect themselves and assist others during the following a disaster. Discuss the effects of a simple power failure and relate this to what could happen during a major disaster.
	Give some examples of disasters that create panic.	Discuss the term "panic." Have students list and discuss some examples that usually cause panic. Discuss the statement, "The best treatment for panic is prevention."
II. Types of disasters A. Natural disasters	List the types of natural disasters.	Discuss some causes of disaster. Discuss the difference between natural and man-made disasters.
1. Winter storms		Discuss why many people will not heed an advance warning of an approaching storm. Discuss the different types of winter storms: blizzards, ice storms, heavy snow storms. Show film Unchained Goddess (53 minutes) AT & T, 2055 L Street, N. W., Washington, D. C., 20036.

REFERENCES

Books

Your Health and Safety, Thomas Lawrence, Alice Schriver, Douglas Powers, and Lois Vorhaus, Harcourt, Brace, and Jovanovich, New York, NY 1969

Living in Safety and Health, Evelyn Jones, Betty Wright, and Reuben Behlmer, J. B. Lippincott Co., New York, NY 1966

Health Education Guide (7-12), Health and Physical Education Department, State Department of Education, Richmond, VA 23216

Booklets

Family Guide Emergency Health Care, A reference guide for students of the Medical Self-Help Training Course, U. S. Department of Health, Education and Welfare, 1967

Personal and Family Survival, Health and Physical Education Service, State Department of Education, Richmond, VA 23216, October 1972

Your Chance to Live, Defense Civil Preparedness Agency, Far West Laboratory for Education Research and Development, San Francisco, California, March 12, 1972

Films

What Makes the Wind Blow?, #02151, Instructional Media Center

Miscellaneous materials are available from Fairfax County Red Cross Chapter or from health curriculum specialist.

EVALUATION

Identify the basic techniques necessary for survival in a major disaster.

Give examples of disasters that could cause panic.

List the types of natural and man-made disasters.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
3. Tropical storms		Discuss the difference between a hurricane and a typhoon.
		Invite a meteorologist and U. S. Coast Guard personnel to speak on weather conditions.
4. Floods		Discuss the possible effects of flooding on the community, farmland, and recreational areas.
		Discuss the role of the weather bureau in disseminating flood and hurricane information.
		Have students research and report the function of the Corps of Engineers as it relates to flood control.
5. Tornadoes		Have students describe a tornado.
		Show movie, Tornado (14½ minutes), 16mm sound-color. For loan procedure contact Fairfax Red Cross Chapter, Disaster Section, 273-1820.
6. Earthquakes		Discuss the term "earthquake."
		Have students research and discuss the earthquakes on the West Coast and in Alaska.
		Discuss protective measures to be taken in the event of an earthquake.
7. Fires		Discuss some procedures for preventing fires.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students prepare a simple checklist of fire hazards around the home.
		Discuss some common causes of fires in buildings and forests.
		Discuss things to know in the event of fires at home (alarm boxes, telephone numbers, home fire drill practice, use of fire extinguishers).
B. Man-made disasters 1. Explosions	Be able to identify man-made disasters.	Have students list and discuss some measures to be taken to prevent an explosion.
		Discuss some general principles to be followed in the event of an explosion.
		Discuss the danger of undetected gas line leaks.
		Invite a representative of the local natural gas company to speak to the class concerning procedures for installation of gas lines in the community.
2. Plane and train crashes		Discuss fictional train crashes and community involvement. Examples: one crash concerning a passenger train and another concerning a train load of chemicals and/or explosives.
		Have students research and discuss recent plane crashes that occurred in heavily populated areas.
3. Nuclear warfare	Definition of radioactive fallout.	Describe the effects that radioactive fallout has on the body.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss public warning signals for a nuclear attack and what they mean. Discuss how fallout shelters can be used in times of other types of disasters. Have students survey the community and report to the class the availability of different types of shelters.
III. Advance preparation for a disaster A. Red Cross First Aid Course B. Red Cross Home Care of the Sick Course C. Office of Civil Defense, Medical Self-Help Training Course		Discuss some ways to prepare and train for self-preservation and assistance to others during the following a disaster. Discuss the need for having flashlights and portable radios in proper working condition prior to an emergency.
IV. Precautions to take in case of a threat of disaster	Survey and list the protective areas in both home and community in event of a major disaster.	Have students survey their own home and neighborhood for the location that offers the best protection from the following disaster situations: (1) hurricane, (2) flood, (3) tornado, (4) earthquake, and (5) nuclear warfare. Teacher divide the class into groups and have groups prepare a list of precautions to take if threatened by: (1) hurricane, (2) blizzard, (3) flood, (4) tornado, (5) earthquake, (6) forest fire, (7) gas leak, and (8) nuclear attack.
V. Precautions to take in the event of lightning	Identify the precautions needed in an electrical storm and lightning.	Discuss the danger of lightning before the actual storm begins.

REFERENCES	EVALUATION
Family Shelter Designs, Department of Defense, Office of Civil Defense, 1962 Fallout Protection for Homes with Basements, Department of Defense, Office of Civil Defense, 1967	List areas in home and community that would be safe in event of a major disaster. Describe the precautions needed in fire, disease, water and home utilities during a disaster.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss some places you would and/or would not take refuge during a lightning storm.
VI. Diseases as they relate to disaster	Describe how diseases relate to disaster.	Discuss some disease carriers that may threaten health during and following disaster conditions.
		Discuss some diseases that are most likely associated with disaster conditions; e.g., typhoid fever, dysentery, etc.
		Discuss the normal protective measures used against the spread of disease (sanitation, isolation, immunization).
VII. Water and home utitities as they relate to disaster	Explain the importance of having knowledge in an emergency of the location in the home of the main water valve, gas valve, and electric switch.	Discuss some locations of water within the home that could be used for drinking purposes if the water obtained from the water main were not drinkable.
		Discuss the statement: "Boiling water or treating it with chemicals will not remove radioactive contamination."
		Discuss the necessity for knowing how to (1) shut off main gas value, (2) turn off main electric switch, and (3) shut off main water valve.
		Discuss the effect the absence of electricity and/or water would have on the individual and the community.
VIII. Programs to aid the population in the event of a disaster	Describe various communications systems necessary for survival in a major disaster area.	Discuss the purpose of the Emergency Broadcasting System.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
A. National Civil Defense Plan		Invite a representative of the Office of Civil Defense to speak to the class on the functions of that office in regard to nuclear attack or other types of disasters.
B. National Fallout Shelter Survey		
C. Emergency Broadcasting System		Invite a representative from a Red Cross chapter to speak concerning the American National Red Cross Disaster Relief Program.
D. American National Red Cross Disaster Relief Program		
IX. Assistance available following a disaster A. Red Cross	Identify the local community agencies that provide emergency service in a disaster.	Teacher divide the class into small groups to research and report to the class on the assistance provided by the following: (1) Red Cross, (2) Salvation Army, (3) Police Department, (4) Fire Department, (5) Sanitation Department, (6) Health Department, (7) Water Authority, (8) Churches, (9) Civil Air Patrol, (10) National Guard and other military organizations, and (11) Small Business Administration (federal aid, insurance assistance).
B. Salvation Army		
C. Police Department		
D. Fire Department		
E. Sanitation Department		
F. Public Health Department		Have students research and discuss what determines that an area qualifies as a disaster area and is eligible for federal aid.
G. Water Authority		
H. Churches		Have students discuss what they can do to help others in need following a disaster (volunteer work).
I. Civil Air Patrol		
J. National Guard and other military organizations		
K. Small Business Administration (federal aid, insurance assistance)		

REFERENCES	EVALUATION
	Explain the importance of having knowledge in the location in the home of the main water valve, gas valve, and electric switch. Identify the various communications systems necessary for survival in a major disaster area. Identify the local community agencies that provide emergency service in a major disaster.